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PARENT-CHILD INTERACTION:
A COMPARISON OF LINGUISTIC STRATEGIES
USED BY FATHERS AND MOTHERS

by

©

SHIRLEY A. BANARSEE-HOPKINSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Parent-Child Interaction: A Comparison of Linguistic Strategies Used by Fathers and Mothers', submitted by Shirley A. Banarsee-Hopkinson in partial fulfilment of the requirements for the degree of Master of Education.

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Date: November, 1982

S D
I E
M X
O T
N E
E L Y N R

Dedicated To

My Three Children

Simone, Lyn and Dexter

Whose Sacrifices, Grief, and

Trust In Me, Symbolize The

Guiding Light Which Sustained Me

Throughout This Project And My Years

Of Existence In

Edmonton

Alberta.

ABSTRACT

The purpose of this descriptive study was to analyse and describe the linguistic strategies which fathers and mothers used with their pre-school children, and to determine the quality of contributions which those strategies made towards their children's language development and thinking.

The theoretical framework of the study was based on three assumptions as follows: a) that fathers and mothers more importantly interpret and develop the meaning of young children's talk, rather than focus on the development of correctness in form; b) that the ultimate function of language is to communicate meaningfully, therefore language is best developed in interactive contexts where talking is to some purpose; c) that fathers assume as much responsibility for shaping and refining their young children's language development and thinking as mothers do.

Eight pre-school children between the age of three years and five years, their fathers and mothers served as subjects. These subjects were from two rural-urban and two urban areas. A minimum of forty minutes of tape-recorded responses from three interactive tasks were done by the parents as each father and each mother interacted alone with the child-subject while reading and discussing a story, and while playing with the child with materials designed by the researcher; also while the whole family interacted during a family supper. The tasks were completed over a one week period.

As suggested, the fathers showed as significant a range of use of linguistic strategies through which they communicated, and shared knowledge and meaning meaningfully with their young children, as mothers did. Each father used several of the categories which were defined as positive strategies for developing children's language. However, the use of these strategies varied considerably over families and over contexts. Each father demonstrated minimum use of those categories which were determined to have inhibiting effects on the development of children's language development.

Similar positive and negative categories were found in mothers. However, mothers utilized positive strategies which gave, more than solicited information from their children. Fathers solicited more information from children. On the information received, fathers used strategies which encouraged children to discover information for themselves before such information was reinforced from fathers' experience.

Through the varied use of the linguistic strategies which fathers used, the meaning and structural aspects of the language which is used in these English speaking homes, were simultaneously encouraged, reinforced and extended by both fathers and mothers.

The results reported here demonstrated that language development is viewed as a functional and active process by fathers and mothers. It also demonstrated that the use of language structures varies from one context to another and from person to person within those contexts.

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I. INTRODUCTION

The acquisition and development of language is crucially important in the development of a child's world, not only because language is the most important means of mass communication but also because it is primarily through language that the child is able to exhibit and convey understanding. The valid statements which we can make about language are so diverse and numerous that some of the concepts become statements which seem only to view old ideas from other perspectives. However, this does not reduce the most important fact which underlies the child's continuous efforts to develop whatever language she has acquired; the need to use that language as the essential tool in the quest for figuring out the world as it relates to her within specific situations, and from day to day. That language, continuously acquired and developed, eventually will become the major factor in producing her perceptions, her judgments, and her knowledge. It will also become the medium through which she will organize, talk about, and make sense out of reality (Myers and Myers, 1980). When the child uses her language as the medium for communicating what she defines as reality, then that language becomes more than a mere naming of the things with which she interacts in her environment. Adults in her environment talk to her, with her, about her and about a variety of other things which relate or affect their social existence with their larger community. What is talked about, whether to the child or about diverse interests, provide physical context for using language to mean. As talk goes on daily, language also serves to create conceptual context from which common meaning is experienced. The young child is thus bombarded with talk which provides her the structures and content to which she will later refer when the need arises to figure out those or similar experiences which she will encounter in her world. Through inferring and hypothesizing she is then able to relate meaning to those experiences in the environment and to use her language to verify her meaning with those which other human beings in her environment hold about the same things. Language for her then, is not merely words uttered but instead is a powerful form of symbolization for communicating feelings, emotions and ideas of their empirical world.

Over time, the investigations and concerns which seek to provide explanations about how language is acquired and best developed have been many and varied. While the focus of these investigations also varied over time, the earliest trend seems to have pursued the structural aspects of language acquisition and development. Their primary concerns were to measure the socio-economic backgrounds within various settings, in which children articulated or in other ways demonstrated the use of phonology, syntax, use of vocabulary and stylistic approaches (Bloomfield, 1933),(McLeish and Meartin, 1975), (Chomsky, 1968),(Wilkinson, 1973). (Sapir and Whorf, 1921) however, suggest that language is systematic and that every language is made up of two sub-systems: a sound system and a meaning system. They also imply that it is the semantic or meaning aspect of language, and not the grammatical or sound aspect in which language users have most freedom when they communicate. From the latter part of the 60's to date various perspectives of the latter view have been shared by investigators of the acquisition and development of language (Tough, 1973), (Cazden, 1981),(Britton, 1980),(Vygotsky, 1978), (Barnes,1976), (Wells, 1981). These perspectives evolved as a result of investigations to extend or refute the original general theories of language acquisition and development: the innatist and the behaviorist theories. The latter theory posits a strong stimulus response interpretation of language acquisition and development in the young child. The proponents of this view suggest that language learning is just another of the several biologically related behaviors which humans learn and develop at various stages of their lives. Language, is reinforced either positively or negatively by others in the environment. Language learning then becomes a mere differentiated stimulus and response situation. As a result of that reinforcement or feedback, the young child gradually acquires the language of his community. This explanation is based simply on the innate general learning capacity plus a shaping environment. As Lindfors (1980) suggests, however, this does not explain the range of differences in language acquisition which results from variations in I.Q. and environmental differences. This process also does not account for those language forms which adults never have the opportunity to reinforce, but which the young child nevertheless develops and practices for specific purposes in specific situations. Further, since adults and especially parents mainly reinforce their children for the accuracy of the content or meaning of what they say, and not for the incorrect forms in which they say it, the behaviorist theory seems short of what is the crucial motivating factor or factors, behind the young child's need to acquire more language, not for purposes of reinforcement, but also for one's self.

On the other extreme, Chomsky (1965) and McNeil (1970) posit a strong biological-innate view of the process of language acquisition and development as the direct result of a built-in mechanism of the structures of a language: the syntactic, the semantic and phonological aspects. That framework being already intact, the young child therefore does not necessarily have to learn that certain linquistic forms correspond to certain meanings and are used for various functions. This view then, assumes that the young child is already a recipient of the knowledge of what language is all about and that meanings could be expressed through the use of the forms of that language. In this view, the young child automatically adopts the linquistic aspects and meaning of the community in which she happens to be born. With that innate cognitive potential for processing language the young child's main task in language acquisition is that of finding out the "how" of functioning (Lindfors, 1980). The role of the environment therefore helps to trigger those innate mechanisms in the young child and so helps her to function in a communicating environment. According to this view then, language acquisition and development follow a linear, one way pattern.

Myers and Myers (1980), in discussing the importance of language in Human Communication, suggests that words are merely symbols which have no meaning outside the use people have for them. Hence, while the role of caretaker speech seems quite important in facilitating the pattern of language development according to Chomsky and McNeil, there seems to be a missing explanation about what is responsible for the development of the knowledge of purpose and meaning which the young child discovers language also holds. Thus, the innatist view of predetermined strings of words which the environment directs functionally cannot account for the reasons why the maturation and needs of the young child seem to dictate the types of strategies which the adults in her environment use to ensure that they reach an understanding of what they interact with in specific contexts in their various empirical environment. If then, the young child is "wired in" with structures which are activated when language structures are used in her environment, why is it that the young child cannot adequately express her meanings and thinking at the communication level of those adults? It would stand to reason that the variations of ability to express thoughts in words in the early years, given this theory, should almost be non-existent. This however is not the case. Young children, like other humans vary considerably in their ability to express their thoughts and ideas in the language of their community. The younger the child, the greater the difficulty experienced by adults to facilitate meaningful conversation although the child has been exposed to the various language structures. As a result, adults in the young child's environment, especially parents, have to do more than ensure that the child's hearing is exposed to the structures required for acquiring an adequate repertoire for meaningful communication. They have to use words to do things for their child's ability to make the language she uses work for her. For example, parents of the young child tend to adopt their speech patterns by utilizing those linquistic features and interactional devices which ensure that she understands what is talked about (Snow, 1980). It seems also, that the younger the child, the more simple will be the adults' linquistic strategies; also the more concrete and in the "here and now" will be the reference of the adults' talk to ensure understanding.

Snow (1980) and Cross and Morris (1980), found that mothers adapt their language to ensure meaningful communication with their young children. They found that mothers used strategies such as, more repetition than fathers, use of redundancy, use of shorter, simpler and varied sentence types, extensions of their children's verbalizations and embellishments. These strategies were based primarily on the meaning cues which mothers felt their children were communicating. While these mothers used language forms which were more simple than those used when they communicated with other adults, their linquistic strategies were nevertheless meant to ensure better communication at the young child's level of understanding. Their intention then, was mainly to share a meaning of the linquistic forms used. Using such strategies then, supports the Myers and Myers (1980) viewpoint that,

> Unless you understand the relationship between language (symbolic world) and your environment (empirical world) you are blind to the relativity and uncertainty which govern your universe. (p.94)

In this view of language as a means for communicating, language becomes much more than what happens with those innate set of rules which the innatist view suggests are predetermined. Language instead becomes one's,

> only map for charting the reality of what happens inside and outside of your skin. It is the only tool you have for sharing and validating your images of these realities with other people. (p.111)

As it were, language adopts a functional and dynamic purpose in the young child's life and thus confounds the static view as posited by the behaviorist and innatist views. This functional view then implies that language ultimately is learnt for the purposes for which the young child has needs. The language she learns then would not be without meaning.

Halliday (1973) posits this functional view of language development as one which is much more pragmatic as far as the existence of the young language learner, striving to experience independence through her language goes. Halliday expresses this thinking beautifully when he states that,

> What is common to every use of language is that it is meaningful, contextualized, and in the broadest sense social; this is brought home very clearly to the child, in the course of his (her) day-to-day experience. What he encounters is "text", or language in use; sequences of language articulated each within itself and with the situation in which it occurs. Such sequences are purposive - though very varied in purpose - and have an evident social significance. The child's awareness cannot be isolated from his awareness of language function. (p.69)

Underlying this thinking about what language does and how it functions it would therefore seem that: a) words are symbols which are used to represent the pictures of experiences which are encountered in meaningful social contexts which hold purpose for the young child; b) that language used to communicate or represent those experiences will therefore vary with the specific situations, persons, quality of the language environment and experiences one has. The language used by the young child therefore cannot be the result only of the reinforcement of what she says, nor of a fixed set of structural forms and rules which the child makes use of in times of need; c) the meanings which the young child will have for the language she uses will grow out of experiences which she has had with whatever those words represent or stand for; d) words could have many meanings and many uses which can be inferred from the contexts in which they are used; e) language learning is not a passive process. Rather it is an active process through which the communication of meaning to others and for oneself is facilitated. Underlying all of the foregoing then, it would be safe to conclude, if the language which the young child acquires and develops does not function to communicate and share meanings relevant to given situations and if the language used is inappropriate to the experiences of those involved in the context, then there cannot be any communication. What therefore seems to facilitate the young child's acquisition and development of her language are an environment of people and experiences which call up particular relationships between symbols and what those symbols stand for. That relationship between symbols and what they represent then, is the meaning which continually motivates the young child to acquire and develop the language of the adults in her environment. As she uses the symbols of that language with greater competence and as Myers and Myers (1980) put it,

> The job of symbols (then) is to make meanings appear in people's minds. If (those) symbols elicit similar meanings in different people, then people "understand" the message. (p.112)

Just knowing words therefore does not help the young child convey meaning. Instead, she would experience the meaning of her language only as those words call up similar feelings, ideas and understandings in other people in specific contexts. Her words, therefore, would not mean. Instead meaning would be in the minds of the people who use those words. For the young child then, as well as for all others, the acquisition of adequate language ability is the acquisition of the knowledge through which an understanding of her world will develop (Piaget, 1955). The understanding which she manifests will consequently reflect the way the young child thinks and her language will reflect her understanding and meaning potential relative to given situations (Halliday, 1973). The language which she acquires will therefore be for others, but more importantly, for herself as a tool which she can use continually for shaping her thinking in given situations (Vygotsky, 1962).

It is agreed that much of the child's early learning about the use of language and about ways of behaving in the world around results from the way in which parents, particularly her mother talks with her (Tough, 1977). Tough also suggests that,

> The way in which language is used by parents and others in the home and the part the child is expected to play determine the kind of experience in using language (s)he will meet. (p.30)

The home therefore, as Tough puts it,

> is obviously the proponent source of environmental influence on language development. The extent and nature of language stimulation in the home reflects the play of many factors - the interest, affection, and ability of the mother, the presence of siblings, and the nature of conversation and verbal planning in the family. (p.69)

In the home adults, especially the mother, help the child to develop her understanding of how language works towards helping her develop her independence. This is achieved as the child becomes actively engaged in speaking. Meaning is experienced as talk of various types is experienced and the child begins and continues to produce and interpret language in relation to her understanding of the meanings it conveys (Lindfors, 1980). Lindfors (1980), Britton (1970), and Cazden (1980) imply that the young child learns the structure of her language as she learns the functions which her language can perform. She learns that language and about that language, as Lindfors puts it, within the context of real communication. Her early language learning is directly related to use rather than (to being based on) stated rules.

Halliday (1973) describes language development as a process whereby the child gradually, learns how to mean. That process is gradually facilitated in several social situations in the home. She speaks and listens in the context of conversation, but in every case she focuses on meaning. The need to seek meaning in a conversational context is supported by parents who reinforce the young child for the truth value of what they say; that is for the meanings which they as adults share, rather than for the forms they use (Lindfors, 1980). Nevertheless, meaning is learnt as structure is learnt in the contexts in which parents and adults engage . Meaning therefore is learnt in an interactive situation governed by basic principles (Wells, 1981).

PURPOSE OF THE STUDY

Gordon Wells (1981) points out that since the focus of language studies was on the structural aspects of language acquisition and development over time, very little is known about the principles of natural conversation through which the young child in the final analysis learns to use language structures to share more meanings with members of his immediate world. Britton (1970) anticipates Wells' view in that he attributes the young child's presence in the setting of conversation, as a listener, for her first functional experience of how language works. Britton suggests that,

> It is from listening to conversation that children gain experience of language before they talk, and conversation provides the framework for their first efforts in speech. (p.51)

Through conversation the child's repertoire of language is gradually built up as she asks questions, makes requests, gives information, seeks information and confirms or negates what other participants interpret her forms to mean. It is through conversation that her repertoire of experiences and her verbal interpretations of them help to verify her changing meanings as she matures. Britton (1970) suggests that,

> The meaning of a word is something that can best be handled in terms of what a particular person means by it in a particular situation; and it is clear that what a child means by a word will change as he gains more experience of the world and that this change will in general be in the direction of what an adult speaker would mean. (p.38)

Words then, from Britton's point of view, mean as they relate to particular people in particular situations and over time those meanings change on the basis of experience. This view is adequately captured and reinforced by Lewis Carroll (1925), in representing the predicament in which his lost protagonist Alice finds herself and which she sought to clarify with Humpty Dumpty.

> "I don't know what you mean by 'glory'" Alice said. Humpty Dumpty smiled contemptuously "Of course you don't till I tell you. I mean there is a nice knockdown argument for you".
> "But glory does not mean 'a nice knockdown argument" Alice objected.
> "When I use a word" Humpty Dumpty said in a rather scornful tone, "it means just what I choose it to mean - neither more nor less".
> "The question is," said Humpty Dumpty, "who is to be master, that's all". (pp.246-247)

Underlying Humpty Dumpty's explanation is the powerful effect which meaning as the participant user of the word, has on the context of conversation.

The focus of this study supports the foregoing views in that it assumes that: a) when people talk in particular contexts they try to ensure that the forms they use are selected to facilitate an understanding of each other's messages; b) although the linquistic forms used by the young child may not be those of mature adult forms, the young child nevertheless tries to sustain conversation and its meaning through a variety of linguistic strategies, meaning however is constantly intended; and c) the linguistic forms of fathers will be no less facilitating to the young child in helping her or him to derive meaning from what is talked about in conversation.

The purpose of this study therefore is to apply Wells' view of language development in an interactive process where meaning is negotiated by the participants and to analyze and describe the linguistic strategies used by fathers and by mothers to facilitate the interactive experience over three interactive tasks in the home.

This aspect of description seems appropriate at this time for two main reasons.

1. The historical trend of research into the influence of caretaker speech on the processes of acquisition and development of language in young children has changed. A movement on a continuum of investigation into the structural aspects towards the semantic and interactive aspects has carried with it new implications for understanding more than language structures and forms uttered by the young child. What becomes more important, among other implications, is the need to understand the present end of that continuum, language development as an interactive process, through which the ultimate purpose of language is facilitated; that the young child, his parent and his family constitute and display an understanding of the interdependence of each other's use of language as the use of language is dependent on them for experiencing meaningful communication and for thinking about the world around them.

As the explanations for how the young child acquires and develops her language has travelled on a continuum over time, so has the concept that in the child's formative years, mothers are solely responsible for shaping the child's awareness of how language works to facilitate her independence in her environment. In contemporary Western society this concept is to some extent inconsistent with the movement of emphasis from the concept of motherhood responsibilities to parenthood responsibilities. In the latter view, both fathers and mothers have assumed the responsibility for ensuring that their young child fits into the family routine and to experience the world through their values, beliefs and appreciation for meaning. The research which investigates the valuable contribution which fathers in contemporary society make towards their young children's independence through language is minimal. And, whatever investigations have been done hardly emphasized the interactive view of language learning from adults. As a result, this study is appropriately timed to investigate fathers' contributions towards their young children's language learning within the framework of the current view, that language for thinking and understanding how the world is structured is best facilitated in a constitutive-interactive relationship which begins in the home, and in a variety of contexts.

2. Secondly, on a more intimate note, the writer feels a personal need to investigate and understand language development on the entire continuum from infancy, through school life to adult language learning, within the constitutive-interactive view which Wells (1981) posits. This requires first, an investigation of applicability in the home, where the child's first experience of establishing meaning about the world through the language others use around her begins. To understand language development through the given view in the home requires

observation of the child's natural verbal interactions with adults. Understanding this naturalistic approach is facilitated if parents are willing to subject themselves to the sharing of how much they value their children's growing language independence. Being aware of this factor the eight families in this study have provided the reasearcher with the opportunity to understand the degree of contributions which fathers make towards fostering language development for thinking and communicating in their young children, through the constitutive-interactive process.

II. THE YOUNG LANGUAGE LEARNER AND THE INTERACTIONAL PROCESS

It has been pointed out in Chapter I that this study supports the view (Wells, 1981) that language acquisition and development is more meaningfully facilitated in an interactional context. It has also been pointed out that within the interactional context of the home, where the young child first experiences that language use is multi-functional and where she experiences that as forms are learnt meaning is also learnt, fathers also share great interest and responsibility for ensuring her language development. However, current research falls short of adequate accounts of fathers' contribution to the language development process in an interactional context. The survey of current literature nevertheless does indicate that some aspects of the structural and semantic influence of adult speech on the young language learner may have set the stage for supporting the need to investigate the whole process of language learning from the aspect of the interdependence of people, topicalization, linquistic strategies used to negotiate meaning and to experience meaningful communication in a variety of interactional contexts. Only then can it be safe to make conclusions about the effects of the home environment on the young child's language preparation and functioning in the school situation and later life experiences. Only when both fathers, mothers and others contribution in the young language learner's environment have been understood can the bases for adequate program development for facilitating language development be more meaningful in the next interactive phase of the school.

Since the limitations of time and scope does not permit a detailed study of how every member of the eight families studied, does shape the interactive process of language development for the child subject in their family, a comparison of fathers' contributions with those of mothers' contributions would nevertheless provide a start in the direction of understanding the given view. This chapter therefore will provide an account of the relevant literature which justifies the appropriateness of this investigation at this time.

THE HOME ENVIRONMENT: ITS INFLUENCE ON LANGUAGE LEARNING

Language is undoubtedly the most important means of communication. It is acquired by a child during the course of development as a means of interacting with others. In this sense language emphasizes meaning and purpose. The child spends almost all of her earliest years in the care of her parents, essentially her mother or some other adults responsible for her socialization. Since it is during this period that the child begins to acquire language skills, it is clear that the mother or her other caretakers either play, or has the potential for playing a tremendous and significant role in influencing and shaping the process of language learning. This early adult influence is more important than parents perhaps realize consciously. Their efforts at engaging the young child in talk, even when she has not yet acquired speech, provides the basis for experience which will later become her reference for meaning and language development. It is from those early experiences of how language works that she will later make her inferences of what forms relate to what functions and purposes. It is from those early language experiences that she will experience her language growth patterns, for example, of being specific before she can generalize, of being fluent in expressing her thinking to being able to control her language to communicate complex thoughts. It is those early language experiences which will provide the bases for sharing knowledge of previous concrete perceptions on a level of abstraction.

The influence of the home environment on the child's language learning abilities has received considerable attention and it has often been discussed in relation to differences between home and school language. One broad based view on home language holds that in the case of underpriviledged homes, children's experiences are sometimes such, that they take to the classroom a mismatch between their home language and the more sophisticated language of the classroom. Bernstein (1971) has sometimes been interpreted as suggesting that this discrepancy between the child's experiences in the use of language in the home and the use of language in the classroom sometimes serves as a rationalization for the perpetuation of class-based inequalities in educational and occupational achievement. This follows because the child from the underpriviledged home is often assumed to be incapable of bridging the gap between the language inadequacy of his home and the presumed language sufficiency of the classroom. This has led Harold Rosen (1972) to observe that, from Bernstein's point of view, language has replaced intelligence as a rationalization for the continuation of educational and social disadvantage.

Without joining this debate the literature suggests the viewpoint that in general, by the time a child enters a classroom for the first time, she already possesses the capacity to construct rudimentary sentence types of her language involving interactional routines and she can already encode complex semantic relationships characteristic of the language of her community. Whether the features of the language of her community match those of her school at a later stage of her life, or not, does not remove the fact that the young child does enter school with notions of the functions of which language can perform for her within her specific community. This view therefore confounds the deficit theory which some early language research held accountable for later school performance, and on which assumptions of intelligence were based (Bernstein, 1977), (Bereiter and Engelmann, 1966). The language experience which the child enters school with varies, not as a result of the socio-economic community from which she comes, but maybe as a result of the variation of differences in interactional patterns in her home setting. Deficiency of language competence therefore seems too strong an assumption to account for variations for encoding semantic relationships. Instead, a more meaningful account would be that such variations at encoding are the result of a mismatch between the social contexts of her home and that of her school. In spite of this mismatch which only becomes a mismatch when the young child enters the social structure of the school, she nevertheless, is fully aware that language can communicate a variety of meanings as a result of the contexts and experiences which people hold. If therefore there are differences between the language used by the underpriveledged in the home and the language of the classroom, those differences might be explainable more by the nature of the classroom interaction than by unfamiliar syntactic construction or phonological units. In short, even though the influence of the home environment might limit the capacity of the child to a comparatively low level of language sophistication, she is nevertheless capable of interacting at most basic levels of conversation. Indeed, as MacLure and French show (in Wells, 1981), the influence of the home environment on language learning, in so far as conversational structure is concerned; may provide the child with a wider range of conversational structures, than those based on the classroom experience. This is true because, in the less formal home setting, the child not only has more flexibility to ask questions and evaluate the interaction with her mother, but she also has more opportunity to introduce new topics and to change the topic of conversation. On the other hand, the more formal environment of the classroom, with the teacher as an authority figure, is normally organized along more formal lines. Moveover, in the classroom there are many more participants to interactional activities than in the home.

Much of what has been said concerning the alleged mismatch between the underpriviledged child's home experience in interactional structures and its relationship to class related patterns of educational and occupational achievement is now better understood. Current research has established new thinking on some aspects of the social class language deprivation theory. For example, Labov (1969), studied children the logic of non-standard English in from lower class families in their urban ghetto environments and compared his findings with those of Deutsch (1967), Bereiter and Engelmann (1977). Labov concludes that,

> The concept of verbal deprivation has no basis in social reality. In fact, black children in the urban ghettos receive a great deal of verbal stimulation, hear more well-formed sentences than middle-class children and participate fully in a highly verbal culture. They have the same basic vocabulary, possess the same capacity for conceptual learning, and use the same logic as anyone else who learns to speak English. (p.201)

Labov reports evidence to suggest that from morning till night young children in these urban ghetto areas were bombarded with rich language and precise language forms which were quite pertinent to communicating meaning in the adult-child relationship in a variety of contextual settings. This he subtly admits were opposite to what seems to characterize middle-class speech: much verbosity and wandering from the point in context. Labov implies that the myth of language deficiency and deprivation therefore is not the primary cause of school failure, as Deutsch and Bernstein have claimed, but that other mismatched variables in the educational system are the cause for suppressing the language competence which children already use functionally. Thus, the influence of the home environment in terms of the social and educational significance of differences, that might be found in the classroom is yet debated. For example, Tough (1973, 1977) attempted to validate Bernstein's theory of association between classes and codes and concludes that differences in children's ability to use language in the school system is not primarily due to social class but, perhaps to different experiences of conversations with their parents,

> depending whether they came from enabling or non-enabling homes (Tough, 1977).

Nevertheless, as observed by Wells (1980), we would expect that where there is an emphasis on the acquisition of literary skills, all children would show an increase in ability to engage successfully in higher-level cognitive and symbolic activities, regardless of social background. Work done by Morrison and McIntyre (1971) however strongly suggests that such a view is not valid and that differences between social groups that are quite small on entry to school typically increase as the years of schooling progress. Moreover, as shown by

Deutsch (1965), many children, particularly those from underpriviledged homes leave school with not much more competence in such activities than children in other cultures who have not attended school at all. On this basis, the acquisition of literacy skills has not led to the cognitive development that some presume to be associated with the processing of the written text. It is in this context that the influence of the home environment seems to play a paramount role because, as Wells (1981) notes, where the skills associated with the representation of meaning in written language are not used or valued by the parents and other adults in the home environment, children will be less likely to accept the school's valuation of them, or to receive encouragement to persist with tasks that they may initially find difficult or lacking in meaning. We might add however, that even without a reinforcing and supportive role in the home environment a child ought to be able to rise to the level of her potential in the school environment. This should be the case because in many cultures parents, themselves illiterate nonetheless support their young children's acquisition of literacy skills. Hence, to a great extent the support of the home is still assured, especially if parents recognize their children's later economic survival depends on their acquisition of literary skills.

Children's difficulties in coping with the language of the school may therefore not be a result of negative influence from their homes. Instead, this may more be the result of how language is used by the adults in the school setting. For example, whereas the adults in the home demonstrate particularistic attitudes of focussing on what each of the family members share verbally, the adults in the school setting demonstrate attitudes which imply much generalizing. For example, adults in the school setting assume that all children come to the classroom understanding what seems to the former, basic knowledge. As a result, much of what they speak, to instruct, to inform, to make requests, is assumed to be understood by their young charges. These assumptions thus set the basic for confusion in the young child's mind about how language works. The result is misinterpretation and misunderstanding on the young child's behalf. This then does not support the process whereby the child first acquired her language. Misinterpretation at a higher level of the school system will naturally be the long term results. On the other hand, if the school environment supports the meaning potential which the child's language holds, and uses that as the starting point for facilitating functional and meaningful use then perhaps less failure would be blamed on the discrepancies between the language support of the home and that of the school. The young language learner would experience more success if what is communicated through adults' language makes sense and hold meaning with which she could identify. It would be therefore safe to say that if what is communicated is too distant from her level of conceptualization and her perceptions, then quite logically she would fail in tasks which require her understanding of what is communicated.

The following passage quoted in Donaldson (1978), illustrates this point:

> I spent that first day picking holes in paper,
> then went home in a smouldering temper.
> 'What's the matter, Love? Didn't he like it at
> school, then?'
> 'They never gave me the present'
> 'Present? What present?'
> 'They said they'd give me a present'
> 'Well, now, I'm sure they didn't'
> 'They did! They said "You're Laurie Lee, aren't
> you? Well just sit there for the present". I
> sat there all day but I never got it. I ain't
> going back there again.' (p.17)
> (Laurie Lee).

In this exchange, it is clear that the child's language preparation was inadequate for a complete understanding of the interactional situation in the classroom. We are not given Laurie Lee's age, but it is his first day at school and we therefore have a very relevant example of a child who is about to enter the transition phase from home to school in terms of his language skills. For Laurie Lee, the term "sit there for the present", had a literal and obvious meaning. It meant "sit there to receive a present" and there was not the slightest clue in the child's mind that the sentence might also have had an idiomatic meaning. While it is conceivable that the same mistake could have been made by any other child, it is also possible that the customary level of language interaction in Laurie Lee's home environment had a good deal to do with his complete misunderstanding of the classroom exchange. This example of language interaction takes place at a level which is probably above that of normal exchanges for first level schoolers. The example does not therefore invalidate the finding that, by the time the child begins school, she is capable of interacting at most basic levels of conversations.

Naom Chomsky (1965) however, explains this ability in terms of human beings who are innately equipped with knowledge about what human language is like and about the kind of system it is. According to Chomsky's thesis, we are provided from birth with a special sensitivity to those features of the grammars of human language which are universal, that is, not specific to any given tongue. Thus, we are able to quickly recognize the ways in which these features manifest themselves in the particular human language with which we happen to be dealing. If the Chomsky thesis is accepted, then its implications for the earlier discussion on the influence of the home environment on language learning are enormous since it would follow that, regardless of the level of language interaction in the home environment, the child would be capable of bringing to each language interactional situation, through his innate language acquisition device (LAD), the complex rules which govern human language. The influence of the home environment, then, would become almost a neutral variable in terms of how the child comes by his knowledge of structure of the language.

Joan Tough (1973) takes the position that different home environments which employ language differently might account for some of the differences in a child's ability to communicate through language and that even by the time the child is three years old, living in a particular kind of environment will already have had a marked effect. She illustrates this by showing that teachers are likely to see two possible explanations for differences between children in their ability to use language and to express their ideas effectively in speech: differences in intelligence and differences in home background. We are here concerned with the second aspect. Here, although differences in home background is assumed by many to be one of the givens, the complete explanation of the child's inability to use language to which she is exposed in her home environment seems inadequate or insufficient. That the child's mother is mostly to be blamed because she spends most of her time in her mother's company seems to be only one part of this explanation. This limitation in the child may be relative to the fact that the parents themselves have had little education and expect little for their children from education.

Or perhaps, these mismatch of meaning may be due, as Tough (1973) implies, to the nature of context, of talk, of interactions with members of the family and the quality of sensory experiences which the young child is exposed to. On the other hand, there are other children who, by the age of three, are much more proficient in language interaction with the teacher, in the classroom and perform there at a relatively higher level than the child from the less priviledged home. Differences in skills between the two sets of children that surface in the classroom must therefore certainly be traceable to differences in the pre-school home experiences. Tough (1973) illustrates this point very well in her tape-recordings of the completely different approaches used by two mothers in interactional situations in the home with their young children. The first mother seems on quick observation to be quite insensitive to her child's need for knowing. She seems to be ignoring his questions through which he seeks information. When she does respond to him, her parallel admonitions also seem insensitive. On closer examination it would be observed that the verbal interaction does provide a context through which the young child should understand his mother's values of behavior in a setting which could cause him injury. While the child does not experience the opportunity to satisfy his curiousity through his sense of touch and exploration of his sibling's emotions, he hears words which indirectly praise, admonish, make requests, give direction and distract him to more appropriate behaviors. She therefore is not as oblivious of her child's needs to know, as she seems. Instead she seems to have set herself the priorities of household chores which she needed to keep within a time span. As a result, there is little time within which she could devote undivided attention to the questions which the child needs answered in order to understand some of those things which impinge on his world. In this case, child and mother interact in one conversation, but each follows a path that has very little to do with the other path, thus, the conversation is devoid of any common core of meaning. The child tries to talk with his mother but the mother, in her preoccupation and perhaps, as a result of her own socialization tries to direct him to what are her immediate concerns. As a result she talks at her child. Conservations such as this one, minimally serve to extend the child's knowledge and understanding. Therefore, within the context of an interactional situation in the classroom that involves a child that is the product of the environment just described, it would not be surprising if the child's knowledge of language turns out to be inadequate or limited.

On the other hand, the second mother in Tough's example immediately reacts to the expressed interests of her child. Moreover, in giving direct answers to the child's questions (instead of ignoring them as in the case of the first mother) this mother is encouraging her child to think further of the nature of the interactional exchange, and in so doing, to expand and refine his knowledge and vocabulary. This mother then, encourages the child to use language to explore experiences and to anticipate possible actions and solutions. She is setting the stage for, and providing valuable in-house training for what will be in a real-life future laboratory for the child: the classroom. In this example, the mother consistently takes her child's meaning as the starting point and leads him in such a way that he extends his understanding. In this way, the mother displays great skill for the child's development and even though at a tender age the child is hardly able to understand the significance of the mother's strategy, it is clear that the techniques used can, with reinforcement, provide guidelines by which meaning can be generalized from one situation to another and be helpful in developing understanding at more sophisticated levels.

We see then that different home environmental experiences can be instrumental in providing different outcomes. In the case of the first mother, the child's experience almost certainly will lead him to believe that the adult can be a source of control but not necessarily one of information. But because the child's quest for deeper understanding has been largely ignored by his mother, the child, in the absence of adult reference, is likely to behave differently. More importantly, the child's experiences are likely to limit him in his ability to interact with other classmates whose home experiences have encouraged the growth of their understanding of things around them. In short, this child's attitudes towards adults, and towards the use of language is likely to be quite different from those of the child in the second mother. Here, the child is led to believe that the adult is one from whom information can be obtained, one with whom discussion and an exchange of ideas is possible - all on the basis of asking questions. He learns that the use of language makes all of this possible.

In summary, it would be safe to say that while the child's home environment may be responsible for differences in his ability to use language, a child's inadequacy at language interaction in the classroom may very well be traceable to the fact that the child's parents may have had little education are sophistication and were therefore incapable of extending the child's knowledge and understanding of the world around him, even when the child, in its own way, sought such understanding from the parent.

The home environment is important in other ways, in terms of its influence on language learning. It is universally agreed that, except for cases that involve biological, medical or pathological explanations children always learn to speak the language of their home or of their home community. Moreover, they acquire this ability with greater ease than they acquire other skills which, to the adult mind, appear easier to comprehend - the identification of colours for example. In trying to understand the role which environment plays in the acquisition of this skill, researchers have shattered certain beliefs which have often been taken for granted.

Cazden (1981) for example, labels as a myth, the generally held belief that children learn language by imitating what they hear in the home environment. Cazden concedes that, in a general way this must be true (for example, children in our English speaking home, speak English not French or some language of their own). However, she argues that as "foots" and "goes" and "holded" show, children use the language of the home which they hear, as examples of language from which they learn, not as samples but as language to learn.

The Cazden thesis continues that, in addition to imitation being not as important as commonly believed, the child's identification with particular models in the home environment is very important. Thus, from a very early age, the child picks his model(s) - perhaps without consiously knowing that she is doing so. Evidence for this model selection is to be found, for example, in the fact that black children speak like their parents or peers in spite of their considerable exposure to television where standard English is spoken. The point to grasp here is that attitudes about language greatly influence the learning process and that they must be considered in relation to their influence on children's responses to teachers in the classroom.

An interesting study comparing the language comprehension of black boys was done by Palmer (1970). The boys, aged two years, two years and eight months, three years, three years and eight months were selected from a wide range of socio-economic classes. Palmer found that at these ages, no significant socio-economic class differences were present. Additional testing showed however, that comprehension does begin to vary according to class differences around age four years and six months. The extreme cases of socio-economic class differences occur in homes with parents who have exceptional education. A select group at the highest end of the socio-economic scale were found to perform better as early as three years of age. In the case of children of parents with average education and those from the ghetto however, no differences emerged until the children were four years and six months old.

From whatever viewpoint we look at this broad question of the influence of the home environment on language learning, it seems that Biber's interpretation of Johnson (1972) in the introductory chapter is appropriate when the environment encouraged the child in his impulse to experiment with the exercise of her growing powers in the widening world of experience. Thus, a home that is able to provide opportunities for positive experimentation with language interaction is likely to have a positive influence on its children. On the other hand, negative experiences are likely to have negative influences.

BECOMING A COMMUNICATOR: LEARNING LANGUAGE IN AN INTERACTIONAL SETTING

One of the basic requirements in becoming a communicator is to be able to adopt the appropriate strategies that would permit this to happen. The word "communicator" here refers to the partners in a collaborative interactional linquistic exchange where each uses language such that they adequately and mutually convey their meaning and intentions to each other.

Bearing in mind that meaningful communication does not necessarily imply that the utterances themselves reflect sincerity on the part of the speaker and that communication may be used, not only to inform, but also to deceive, mystify, evade, defend and attack, we can look at some interpretation strategies of interactional communication that need to be understood in order to make utterances more meaningful. These strategies, expounded by Wells (1981), attempt to explain the development theories of language in terms of syntax, semantics, pragmatics and discourse.

SYNTAX

In a very broad sense, Chomsky (1957) and Chomsky (1959) saw language as the formal organization of a set of explicit rules. The first mentioned work posited a theory of transformational generative grammar while that of 1959 was a refutation of the behaviorist explanations of language and language learning. The central thesis is, that syntax and morphophonology play the most important roles in language structures and understanding. Language then, becomes a set of rules in which categories of syntax are combined to account for meaning and sound when we engage in making sentences at the interactional level.

The rules are called generative because, with the addition of a lexicon they account for all sentences that can possibly occur in a language.

Out of this formulation, there emerged a series of studies aimed at describing the child's progressive mastery of language by specifying the rules required to generate the sentences produced and comprehended at successive points in his development. Among these studies was that of Brown, Cazden and Bellugi (1969). This and other studies in other language provide important insights to the understanding of child language communication because they emphasize systematic and theoretically grounded documentation of the basic elements of syntactic development across a variety of languages. In addition to the concept of transformational - generative grammar, Chomsky's theory is regarded as a theory of knowledge about language and how that knowledge is acquired. It is this position that led him to formulate the theory that the child's acquisition divice (the LAD) which involves knowledge of the universal principles of human language, together with procedures for discovering how those principles apply to the particular language to which he is exposed. As Wells (1981) points out, however, language for the early learner is more than a formal system for generating sentences. This is so because the structures which words and sentences form refer to things and events in the environment and to the relationship between language and experience. Additionally, exchanges or utterances are seen as social acts which, for the child, occur in a context of interaction where the child's communication partner modifies the input to the child in response to the understanding she manifests and provides feedback on the way in which her own attempts to communicate are interpreted by Martlew (1980), Snow (1977), Cross, Johnson-Morris and Pienhrys (1980). In short, the environment provides substantial assistance to the language learning child to the extent that serious doubts, have been cast on Chomsky's claim that the innate qualities of the LAD are the major determinants of language development. What might be closer to the truth in terms of an explanation is that the child is born with innate qualities which permit her, in the normal course of things, to use the environment of her home, amoung other variables, to learn the language of her environment.

HOW IS COLLABORATION ACHIEVED IN NORMAL CONVERSATION?

Wells (1981) posits that this is done, firstly, through the sequential structure of discourse. Each talks in turn with the speaker deciding when to give way. To sustain the discourse the speaker may use pause fillers, appropriate intonation or phases that clearly indicate that there is more to come.

From this point of view, it is easy to postulate that conversation occurs for interactional purposes. Conversation may be regarded as having two dimensions: the syntagmatic dimension (each speaks in turn) and the paradigmatic dimension (the decision as to what to say at each turn). The writer shares this view about why one speaks and how, in order to achieve the ultimate purpose of language: to communicate meaningfully. Wells' model of the given dimensions are represented in Figure 1.

In the syntagmatic dimension, reciprocally related pairs of single utterance turns occur and are called adjacency pairs (Sachs et al., 1974). Here, the expectation is that, following the first of the

A model of the communication situation

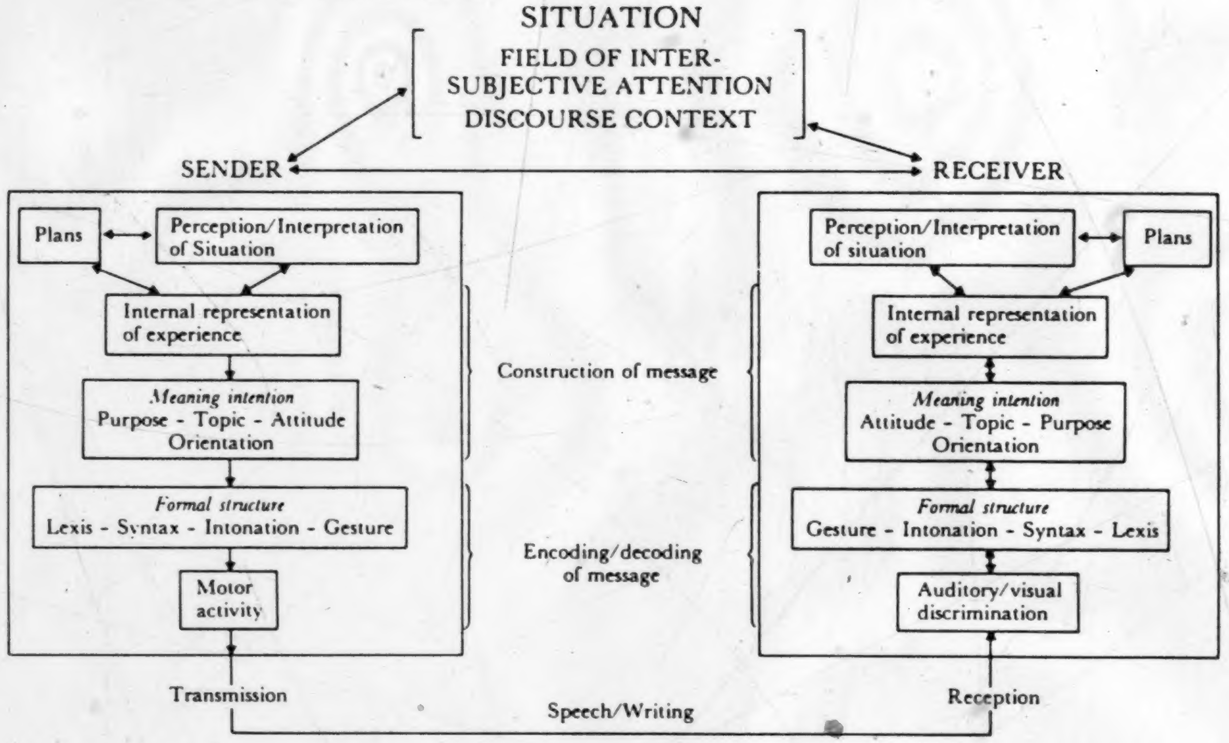
SITUATION
FIELD OF INTER-SUBJECTIVE ATTENTION
DISCOURSE CONTEXT
SENDER
RECEIVER
Plans
Perception/Interpretation of Situation
Internal representation of experience
Meaning intention
Purpose - Topic - Attitude
Orientation
Formal structure
Lexis - Syntax - Intonation - Gesture
Motor activity
Construction of message
Encoding/decoding of message
Perception/Interpretation of situation
Plans
Internal representation of experience
Meaning intention
Attitude - Topic - Purpose
Orientation
Formal structure
Gesture - Intonation - Syntax - Lexis
Auditory/visual discrimination
Transmission
Speech/Writing
Reception

Figure 1. Taken from Wells, 1981, p.69

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pair, the next utterance will be the second part of the appropriate pair. For example, A asks a question and B provides an answer.

Adjacency pairs, however, have limited explanatory value because not all adjacent turns form pairs of this kind. A more basic idea is that a turn may either prospectively set up expectations about the sort of turn that is to follow or retrospectively meet expectations set up by a previous turn. Such a two part structure is called an "exchange" and is considered by some researchers as the basic unit of discourse (Halliday, 1977; Britton, 1980; Sinclair and Coulthard, 1975).

An "exchange" consists of two "moves": "initiate" and "respond". However, since conversations are not usually limited to single exchanges, other principles are necessary to extend minimal exchanges to form longer conversations that maintain internal coherence.

DEVICES FOR MAINTAINING INTERNAL COHERENCE IN EXTENDED CONVERSATIONS

One way of doing this is to maintain the continuity of the topic. Doing this, however, may involve: a) talking to a topic; for example, talking topically, where the conversation is very informal and may shift to unrelated subjects because of lack of formal control.

Grice (1975) observes that even though informally structured conversations may not be straight forward, they are not incoherent because participants generally observe a tautly accepted cooperative principle. Thus, the relevance of a participant's contribution can be reached by what Wells calls appropriate "implicatures" that enable listeners to bridge the gaps between different turns.

A second device used in both formal and informal conversations is that of making explicit, the connections between exchanges. Here, cohesive ties are made through repetition and pronominal reference.

Additionally, two exchanges may be linked by contrast.

A third device occurs when, in a conversation, a participant's turn consists of two moves at the same time: providing a response to something that has been initiated by another participant and then initiating a new level in the conversation.

In the paradigmatic dimension we find the options from which selections are made to fill the positions that have been syntagmatically defined. The main moves can be grouped into three abstract types: 1) the give type (one participant gives something to the other); 2) the solicit type (one participant solicits something from the other); 3) the acknowledging type (participant acknowledges what was given or gives what was asked for). The result is two basic types of exchange: 1) Initiate (in which one may solicit or give); 2) Respond (in which one may give or acknowledge). The linking devices seem to depend on the different degrees of expectation for a following response set up by the three types of moves indicated above.

Conceptually, we may view this as occurring on a continuum of prospectiveness. At one end are the solicits, strongly prospective in their expectation of a response; at the other end are the acknowledges which have little or no propective force. The solicits always initiate a new exchange; the acknowledges hardly ever do so. Give moves occupy the middle position on the continuum and their propective potential may or may not be realized.

The basic organizing principle of an exchange is that two sequentially defined moves should be arranged in terms of decreasing prospectiveness. Thus, the selection of a move type to fill the response position with a greater degree of prospectiveness than that predicted by the move in the first position provides a variety of ways of linking exchanges.

Another device used to link two exchanges is the addition of a tag to a give or acknowledge move which results in an increase of the prospectiveness of that move.

Still another device for linking exchanges is to follow-up a responding give with an evaluative acknowledgement. This approach is frequently used with a didactic purpose. For example, a teacher asks a question, receives the correct answer and then acknowledges the correctness by saying "That's right". In this case the teacher is exploring the double potential of the give move.

A further example of linked exchanges occurs in the form of contingent querries. Here, the second move solicits a reiteration or clarification of the previous statement.

It should also be noted that exchanges may be non-verbal as well as verbal. For example, conventional gestures such as a nod of the head and a shrug of the shoulders. Among adults, the non-verbal gesture may be accompanied by words but children very often perform the action without a verbal response.

SPEECH ACTS

Austin (1962) describes moves in discourse as speech acts. Initially, he believed that certain utterances actually performed the actions they described. For example, "I bet you five pounds Blue Fizz wins the Derby". However, after further investigation, he concluded that a speech act of some kind is performed in the making of every utterance. If this is so, how many types of speech acts are there?

Though Austin (1962) identified more than one hundred types, this number must be qualified on the basis of factors such as differences in the lexicon of particular languages and words in a language which are, more or less, synonymous.

Searle (1977) recognized this fact, and attempted to identify certain salient common dimensions amoung the types. He came up with twelve, the most important of which are: 1) the purpose of the act; 2) the direction of fit between words and world; and 3) the expressed psychological state. The following model summarises Searle's classification of speech acts.

Figure 2

A classification of types of speech acts
(after Searle, 1977) (pp.10-15)

Representatives	Words match world	Belief	'I've dried my hands now'
Directives	World match words	Want	'Put the top back on the washing basket'
Commissives	World match words	Intention	'Well I will play if you put the top on the basket'
Expressives	-	As expressed	'Thank goodness'
Declaratives	Words create state in world	-	'I declare the fete open'

Based on these three dimensions, Searle proposed five major classes of speech acts: 1) representatives (which commit the speaker); 2) directives (which attempt to get the hearer to do something); 3) commissives (committing the speaker to some future action); 4) expressives (expressing the psychological state of the speaker with respect to the proposition; and 5) declarations (in which the successful performance of one of these acts means that the speaker brings about a correspondence between proposition and state of affairs in the world).

Other dimensions, within these classes, include the strength with which the purpose is presented, the relative status of the participants, the way the utterance relates to the interests of the speaker and hearer.

One of the concerns with Searle's taxonomy is the allocation of information - seeking questions to the class of directives. A second concern is that several classes of acts have been ommitted from the taxonomy. For example, the taxonomy seems to be chiefly concerned with acts that would typically initiate an exchange, but no specific mention is made of responses.

FORM AND FUNCTION

The relationship between form and function has presented a major difficulty. By form and function we refer to the identification of those acts which relate to a particular utterance. The difficulty arises because there is no simple one-to-one relationship between the form of an utterance and the speech act it is intended to perform. Searle (1969) attempts to deal with the question, suggesting that the speaker precisely specify the conditions that would qualify an utterance as a satisfactory performance of a particular kind of act. In spite of specificity on the part of the speaker however, the hearer may have a problem in knowing which act the utterance is intended to perform since, from his point of view, the utterance may be ambiguous. While this ambiguity may be used to some advantage by one participant in a dialogue, it presents at least two serious problems for formal analysis. The first problem concerns the several possible interpretations that flow from ambiguous utterances. Dealing with the matter, Davies (1979) proposes a distinction between first order significance and the higher order levels of relevant significance.

The second serious problem concerns pluri-functional utterances or those that are ambivalent in function. For example, the making of requests. Some requests, indirectly placed for one reason or another, may also be interpreted as statements or explanations. For example, one speaker wants another person to close a door which the latter has opened and he says "The door is still open!".

In practice, participants use non-linquistic cues in particular situations to try to determine what the utterance means. This is based on research showing that most indirect utterances are treated as action oriented, rather than neutral. This is true even in children as young as three years as shown by Erwin - Tripp (1981) and Shatz (1978).

Another dimension of the form - function relationship in indirect requests gives the hearer the option of responding to the information stated instead of the implied request and in that way, to refuse the request without causing loss of face on either side. This is so because, indirect requests are often an expression of the speaker's unwillingness to assume that compliance with the request is assured. The person requsting therefore takes a polite and coureous approach.

In summary, it may be said, that some principles doe exist which, in general, may reflect, quite accurately, some of the procedures that participants use in relating form to speech act function.

Nevertheless, these principles do not completely explain the criteria that are used in specific circumstances. As a result, researchers are still far from having a complete understanding of the aspect of the organization of discourse.

Because of this shortcoming, it is not yet possible to describe in detail the manner in which the syntagmatic and the paradigmatic dimensions of discourse relate to each other. Wells, MacLure and Montgomery (1979) suggest that the three move-types, solicit, give and acknowledge, provide the link and map onto the various classes of the speech act. They thereby enter the sequential structure of the exchange opening up possibilities for longer stretches of discourse. At the same time, certain formal features of utterances, such as the word system and the intonational systems of tone and pitch height are known to be systematically associated with move-type.

In spite of this, there exist strong constraints on the options, both formal and functional, that a speaker may select, at different points in the syntagmatic structure of any exchange or sequence of linked exchanges. Similarly, constraints exist or the possible interpretations that a hearer may place on particular utterances.

In general, however, participants are generally fairly flexible about the "rules" of conversational exchange, preferring to ignore temporary lapses in order to sustain a conversation. This general observation highlights the collaborative way in which conversation takes place, with each participant taking his turn to set up opportunities and contraints for the succeeding move as well as responding to the opportunities and constraints set up by the previous move.

CONVERSATION: THE TRIANGULAR MODEL BASE FOR COMMUNICATION

The following model of the process of communication which is the basis of conversation is represented below, as Wells has proposed it.

Wells indicates that utterances by different speakers in conversation also involve psycholinquistic processes which participants use as they make and interpret the moves that are involved. In this sense, an act of linquistic conversation involves the establishment of a triangular relationship among the sender, the receiver and the context of the situation. In this relationship, the sender intends that the hearer should come to attend to the same situation as himself and construe it in the same way. Therefore, a conversation will be successful only if: a) the receiver attends to the situation as intended by the sender; b) the sender knows that the receiver is so doing; and c) the receiver knows that the sender knows this to be the case. In short, they need to establish intersubjectivity about the situation to which the communication refers.

While the speaker and the listener or the writer and the reader may, through collaboration, share an immediately perceptible situation, the use of the term "situation" for the third point of the triangle, the context of the situation, may create a certain amount of ambiguity, since it refers both to the context and the content of the situation. This is not accidental, however, since it is the very physical setting of a conversation that may influence the way the participants relate to each other what they say to each other. In any event communication itself creates a more important situation in the sense that words and sentences are, in reality, symbols which by traditional and conventional usage describe and represent objects and events of our experience.

This, in fact, is where the intersubjectively agreed situations of communication are created, regardless of whether or not objects and events are immediately present.

CONSTRUCTION OF THE MESSAGE

In order to produce an utterance, the message to be communicated must theoretically first be constructed. The communication of a complex utterance may involve a series of messages, which may, for analytic purposes be separated in a number of component parts. The first of these concerns the purpose of the communication, meaning a description of what the speaker may have in mind in the implementation of higher level plans. These would include the influencing of the listener to act, adding to or modifying the listener's knowledge, expressing feeling, and so on, in such a way that the effect is intended to involve the listener in some way. Halliday (1970) refers to this as the interpersonal function.

The second component of an utterance concerns the topic of the message, that is, the situation or state of affairs to which the message relates. Though psychologists do not speak with one voice about the form in which experience is stored in memory, it is clear that experience must be internally represented in some form and that it must be systematically organized with numerous cross references in order to permit the interpretation of incoming sensory information and other types of mental processes. Schank and Abelson (1977) suggest that this internally integrates information received through different sensory modolities and also uses typical episode structures or scripts to integrate experiences over time and project future outcomes and possibilities.

The organization of language is closely matched to this internal representation and influences the way in which experience is represented, but the internal representation of experience itself does not consist of a one-to-one relationship between sentences and the constantly changing details of moment by moment experience. In short, language and experience do not necessarily bear a one-to-one correspondence to each other.

Vygotsky (1962) points out two additional reasons for a separation between language and the way in which experience is internally represented. The first is that experience is personal and particular, while language is public and general. The second reason is that experience is multi dimensional and simultaneous, while language must be converted into an ordered arrangement that permits it to be expressed through a sequence of sounds or some acceptable form of writing. It follows that, to communicate through language a speaker must conceptually first organize his past or present experience that are relevant to the moment and then organize this personal and particular experience into the categories of meaning that are publicly available in the structure of the language he knows.

This area of topic construction has not been fully investigated but Chafe (1977) and Schank and Abelson (1977) have begun to explore the semantic interface between personal experience and the organization of meaning in language.

It is clear that an understanding of this interface represents a major part of what is involved in language acquisition and, according to Fodor, Bever and Garrett (1974) speaking and listening require the manipulation of more than one form of representation and a process of translation between them that involves substantial reorganization.

THE CONTEXT OF THE SITUATION

In any practical situation involving the organization of discourse, as distinct from the theoretical organization just discussed, constraints exist as to the moves a speaker may make at each successive step in an "orientation" is used to refer to this constrained selection and organization of the purpose and topic of the message.

In orientation, a speech act is selected which will simultaneously realize the speaker's intended purpose and be able to be attached to a move-type that is appropriate in a sequence. Additionally, an utterance, as well as its purpose and topic may be a matter of orientation to the expectations set up by the previous speaker's utterance.

In respect of topic, orientation influences both the included information and the way in which it is organized. An important consideration for the speaker is the amount of information she can assume she shares with her hearer. To underestimate or to overestimate this feature each poses disadvantages. It appears that judgments about what is shared knowledge must be made at a minimum of three levels: 1) common cultural assumptions; 2) knowledge as a result of personal experience; 3) knowledge previously provided and shared during the existing conversation. The last level is probably the most important because it is through linking of sequential utterances that participants create coherence and mutual understanding.

SEMANTICS

Semantics is another aspect of language development. Semantics considers the relationship between language and other objects and events around us. In learning the meaning of new words a child learns how that word is used to talk about new objects. In the first place, the child has to learn how the word relates conceptually to a category of things or objects. She also has to learn how the word relates to other words in the same semantic scheme.

The study by Bloom (1973) was one of the first studies that attempted to make judgments about the semantic intentions of early structured utterances, based upon clues from the context and behavior of the situation in which the utterances occurred.

Other studies, Macnamara (1972) and Slobin (1973) proposed the cognitive hypothesis that cognitive development provides a pre-requisite basis for the development of language have been used in investigations by linquists and psychologists. Chafe (1970) and Fellmore (1968) for example have provided case grammar in which the underlying proportional structure of sentences is analysed in terms of a limited set of participant roles, for example, agent, experiences, patient or possessor, and the types of state, relation or event in which these participants are involved.

Piaget and Inhelder's (1969) account of the development of sensori-motor intelligence has also been used to explain the cognitive development of language.

If the cognitive hypothesis is valid, Piaget's description of cognitive development could be used to predict which of a child's meanings would be the first to be expressed and the approximate order in which new meanings will be added to the child's repertoire. Two studies sought to test this connection, Edwards (1978) and Wells (1974). The studies, which used longitudinal speech data were analysed in case grammatical terms, found a reasonable match when the order of emergence of meaning relations in the speech samples was compared with the order predicted from cognitive development. In analysing the relevance of the studies quoted and other as well, Brown (1973) makes the following comments:

> In sum, I think that the first sentences express the construction of reality which is the terminal achievement of sensori-motor intelligence. What has been acquired on the plane of motor intelligence (the permanence of form and substance of immediate objects) and the structure of immediate space and time does not need to be formed all over again on the plane of representation. Representation starts with just those meanings that are most available to it, propositions about action schemas involving agents and objects, assertions of non-existence, location and so on ... In suggesting that the meanings of the construction of Stage I derive from sensori-motor intelligence, on Piaget's sense, I mean also to suggest that these meanings probably are universal in human kind but not that they are innate. (pp.200-201)

Thus, it would seem that the conceptually organized representation of experience that is built up in the pre-linquistic period is a prerequisite basis for the acquisition of semantic structures and of their lexicogrammatical expression. In this sense, it would be correct to say that language development has a cognitive base.

Schlesinger (1976) supports this base to the extent that cognitive skills are part of the answers to language acquisition. It's value is not cognitive development per se, but as he states it,

> To function effectively, the child must attain certain cognitive skills which enable him to interpret what is going on in his environment. This interpretation problem can be solved without the aid of language; in fact its solution is itself a pre-requisite for learning language. But language learning depends in addition on a categorization problem and cannot be dealt with independently of language; its solution is part and parcel of the language learning process. (p.155)

THE SOCIAL AND PRAGMATIC BASIS OF LANGUAGE

The earliest focus of language studies have already been alluded to in Chapter I. While those studies focussed primarily on the structural aspects of language learning, later studies, for example, Edwards (1975), Wells (1974), Tough (1976), Piaget (1968), focussed their analysis of the learning process on the importance of the pragmatic or social dimension of meaning which underlies the young child's utterances. Each of the foregoing researchers have supported or complemented the conclusion that there is more to understanding the language of the young child and how it works, than the observation of the structural forms uttered. The purposes, meanings and intentions of the utterances are equally important. Knowledge of the pragmatic aspects of language, in the view of the given researchers then, helps to complete a global approach to facilitating the language learning process. This approach to understanding the child's language has been labelled, the functional approach by researchers such as Halliday (1975).

According to Halliday, the child does things when she uses her language. In reciprocation, people in her environment do things to her with their language as they interpret her meaning intentions. Halliday's view of the process of helping young children become effective communicators as expressed in Wells (1981) therefore, is based on a

> meaning potential - a cultural resource for social interaction - which has its beginning in the, often idiosyncratic, interchanges between the child and his (her) immediate caregiver. (p.89)

Basically, Halliday suggests that the following functions are performed when the child uses her language.

Functional terms	Meaning glosses
Instrumental	'I want'
Regulatory	'Do as I tell you'
Interactional	'Me and you'
Personal	'Here I come'
Heuristic	'Tell me why'
Imaginative	'Let's pretend'
Informative	'I've got something to tell you'

The interpersonal functions of early utterances (from Halliday, 1975: 19-21 in Wells, 1981, 89).

He concluded that these functions are developed and manifested as the individual is influenced in development generally. Dore (1975), Carter (1974), Searle (1969) and Carmainoi and Volterro (1975) have supported this functional approach for analysing the language used by the young child.

While this approach has been adopted and accepted by the foregoing researchers, their labels for the variety of functions performed by speech vary.

Carter (1974) added the dimension of non-verbal behavior, that is gestures, to verbal behavior and coined a label, vocalization - gesture production, which manifested meaning potential and the intentions of the speaker. This vocalization - gesture production ultimately influenced behavior in reciprocation during interpersonal contexts and helped the child to use her language to get things done.

Underlying the child's production of utterances in interpersonal situations is the need to understand and be understood. However, several research studies agree that the young child comprehends more of the language spoken and heard, than she would produce.

Huttenlocher (1974) suggests a system in relation to the production and comprehension of child language. He suggests that, children seem to comprehend first. Those words which the young child understands are those which refer to objects and actions. The words used do not have to be those learned through initiation. Huttenlocher further implies that the production comprehension processes are asymmetrical. The latter process seems, however, to require more cognitive implications. She outlines three thoughts on the comprehension process as stated in Wells (1981). These can be stated as in the following:

> 1. Manifestation of the understanding of many relatively unfamiliar or difficult sound patterns which effectively deters the child from trying to utter them, thus reducing the number of words observed in production.
>
> 2. Different processes are involved in the production and comprehension; in order to comprehend a word, a child has to recognize the sound patterns and then recall the associated concept to the particular object or action in the situation.

Production, on the other hand, is

> 3. From recognition of the particular object or action as an instance of a conceptual category to recall and articulation of the associated word. (pp.91-92)

There seems to be concensus on the point that comprehension exceeds production. Huttenlocher (1974) suggests further, that young children comprehend words which perform a referential function; words which name objects and actions. Generally, this researcher assumes that the words which the young child learns and produces are those which are meaningful to her life; those which descriminate objects and name actions.

Wells (1974) generates an alternative explanation for this asymmetrical result of production and comprehension. He suggests that the final performance is mainly attributable to the communicative aims that parent and child may have during the child's early word learning period. Wells states that,

> In addition to the fact that the adult may be quite deliberately trying to teach the names of familiar objects, her emphasis in addressing the child is likely to be on the object or event being referred to since it can be assumed that is the purpose of the shared experience of similar situations and routines, and from accompanying non-linquistic behavior. For the child, on the other hand, it is the pragmatic function of his

> communication that has priority, for this is what provides the motivation for utterance. Precise specification of the persons or objects that are required to complete his purpose is less important since he can use gestures or other non-linquistic means to indicate these, or rely on them being understood in context without the need for specific reference, once his purpose has been understood. (p.92)

Wells concludes that,

> If this is correct, the asymmetry is a result of the different focus of attention that the child is required to make in the two roles of hearer and speaker in order to participate successfully in linquistic interaction. (p.93)

Wells does not disagree with, but extends Huttenlocher's idea of the concept of asymmetry in comprehension and production by adding the variable of other unaccounted-for strategies in the communication and production processes. They both, nonetheless, share the concensus that making use of a variety of strategies and words which serve the young speaker's functional purposes are meant to achieve the same pragmatic purpose:

> that of succeeding in communicating with another person about some purpose with respect to a particular aspect of the familiar, shared environment. (p.93)

Wells also points out that those strategies which, though unaccounted for in early language research receive their shaping in the context of interaction with others in the child's environment and in what he terms,

> the development of intersubjectivity. (p.94)

This last linquistic concept complete the proposed components of Wells' view of research on language development of the young child.

INTERACTION AND THE DEVELOPMENT OF INTERSUBJECTIVITY

Contrary to the original views of the past research, that young children could not be accredited with being able to adopt sophisticated communication skills, Wells supports, Snow (1978), Piaget (1968), Sheilds (1978) and Travarthen (1974) in encouraging new thinking about young children's development and use of such skills. These researchers seem to have reached consensus on the view that from the earliest stages, and throughout the young child's linquistic development the desire to share meaning is her primary aim. This aim is realized, as Piaget and Snow suggested, from the feedback given by the caregivers, and is contingent on the child's behavior. Through such feedback the child advances to making connections between words used in the context in which they are used and the human and/or material referents.

As the young child continually experiences the responsiveness of adults with whom she interacts, her constant awareness of the triangular relationship among sender, receiver and situational context is reinforced. In this triangular relationship, she continually attempts to elicit adult response to what she says. Thus, she gradually develops adult like sophisticated communication skills in a social context. The focus of these skills as Wells puts it is

> To take part in and learn from social interaction.

This process is facilitated through the development of cognitive schemas about herself.

Underlying Sheild's concept of language learning and intersubjectivity, the ultimate aim of the young child's learning to communicate is to establish and ensure the understanding that,

> the world (s)he experiences is similarly
> experienced by other people, and that his

> (her) communications, like theirs, will be intentions with respect to this shared world. (p.94)

Adults in the child's environment seem to shape her encounters by human activity to serve humanly conceived ends. This requires the adoption and use of numerous adult linquistic strategies to facilitate the process of a shared experience for the young child.

Through the strategies which adults use with the child in conversation the language skills of communication will

> provide the context for gradual maturity of the forms and structures of his (her) mother tongue. (p.102)

Also, through conversation, the sustaining devices which adults use the young child also learns to become

> more adept as a conversationalist and to extend the repertoire of social actions that (s)he can perform through language. (p.102)

Wells makes a very interesting point when he suggests that,

> As the child increases his mastery of the language system, the range of topics that are potentially available for inclusion expands dramatically, and this calls for further modification in the adult strategies for sustaining and extending the conversation. (p.106)

Several recent studies which have investigated some form of parent - child verbal interaction have supported Wells' view, Snow (1980), Cross and Morris (1980) and Howe (1980). Other studies which have examined and compared mothers' speech with fathers' speech have indicated some concensus that parents tend to adapt their speech by utilizing features and interactional devices which are structured to experience certain basic skills which are necessary for sustaining and understanding participation in conversational contexts.

Ferguson (1964; 1975) has suggested that,

Perceptual saliency is one of the parental
concerns

when they engage their young children in conversation. Ferguson believes that parents deliberately simplify their linquistic structures and adopt redundant cues which they add to their linquistic structures to assist their children in perception.

Blount (1972), Lewis and Freedle (1973), Scaife and Bruner (1975) support Ferguson's views and adds that parents also speak to their young children at a slower rate, and, they tend to repeat utterances to ensure clarification and/or modification of meaning and intention.

The last foregoing researchers indicate that, initially the modification of parental linquistic strategies, are intended to:

a) to structure interaction;

b) to initiate joint activities;

c) to attract children's attention;

d) to focus on the immediate activity (including speech);

e) to introduce (or mark the introduction of semantically meaningful elements into interaction.

The foregoing findings seem to support Wells' views on the process of intersubjectivity as it facilitates communication and language development.

Blount (n.d.) and Padgug (n.d.) compared the features of parental speech to young children in four English speaking and four Spanish speaking families. They identified and support the view that while parents adjusted their linquistic structures in order to sustain conversation and to facilitate communication, the ultimate goal of the verbal interaction was to experience common meaning. Underlying this finding is the fact that either consciously, or unconsciously, parents, through their adjusted, modified linquistic strategies, devise their own successful means of closing the gap between the levels of knowledge of the topic of conversation. In doing this, Blount and Padgug identified that the features of fathers' speech in both languages, were representative of serious adult structures or linquistic forms. Whereas, the speech used by mothers was representative of a high level of extended baby talk. Individual peculiarities to the Spanish speaking mothers and fathers were also present. Further, they found that mothers' parental speech was more consistently defined than that of fathers in both languages. Mothers' speech, they claim, also showed preferences for features that tend to be associated with nurturant relationships, whereas fathers' speech had comparatively more features that mark interaction as meaningful in terms of semantic behavior.

Blount and Pudgug also make an interesting observation which reinforces the fact that the analysis of child and adult speech is much more than the identification and categorization of just what is uttered. They warn that,

> The claims about differential mother and father speech relate to speech registers, not to actual differences in nurturances. Parental behavior obviously includes more than speech, and various communication modalities such as sight and touch would have to be included in an analysis of sex-differentiated nurturant patterns. Sex-differentiated speech registers are, however, maintained, despite the fact that the parental speech occurs in "caregiving" situations.

In trying to outline a concrete account of the primary functions of language learning in context of conversation Bullock (1980) has posited some interesting conclusions on the value and observations of parent - child verbal interaction. In this study, Bullock engaged twenty-five mother - child dyads to participate, discuss and complete a three matching games activity. Each dyad played three games. Game C involved colour matching, game T involved texture matching, and game N (for "neutral") could involve either, or both, types of matching, at the dyad's discretion. Mothers were told that they were interested in natural teaching strategies and that they should treat the sessions as if it were just another episode of game playing. They were urged to help their children find the best matching outfit, but not to perform the task in the child's stead.

From the point of view of language learning, Bullock identified some interesting results. He based this study in Wittgenstein's hypothesis of language learning within a shared "activity frameworks". This hypothesis proposes two functions relative to language learning and development. These are: 1) that parents and children will need to determine the content of the utterances which the former direct to the latter; and 2) to determine how the child comprehends such utterances and their constitutive properties (including novel constituents).

Bullock suggest that,

> These functions can be seen to complement one another to promote language development; just as the activity framework prepares the child to comprehend speech relevant to the shared activity, so it prepares the parent to generate speech relevant to the shared activity.

Generally, the results of this study seemed to confirm what really seems to be the ultimate purpose of parents and children at all levels using their language: to communicate within the framework of a given context, activity or topic; using as many linquistic strategies to gain information and give information to experience a sharing of knowledge and meaning. Underlying this ultimate goal of using one's language is an active process which includes social, psychological, physical and emotional ramifications. If one's language is to be understood and analysed for meaningful growth, then the four foregoing dimensions need to be taken into account.

PERSONAL RESPONSE TO THE LITERATURE: THE INFLUENCE OF PARENTAL SPEECH ON CHILDREN'S LANGUAGE LEARNING IN CONVERSATIONAL CONTEXTS

While several studies which examine the process of language development in the young child exist, most of these studies have focussed their emphasis on the acquisition of the structural aspects of the language learnt. This trend does not provide much support for the view that the writer takes of the language development process of the young child: that language is for functioning effectively in life. The underlying assumptions of this view are: a) that the young child's needs for language development should be met in as meaningful ways as all caregivers could provide; b) that the child will learn more quickly those elements of language which seem to correlate to her interests, maturation and functional purposes, than those which are foreign to her needs and purposes; c) that the young child's world is based on her sensori-perceptions, and as such, verbalization should match her levels of perceptions through a variety of linquistic strategies used in concrete conversational contexts. Thus, what is said to the child by adults should not distort, but rather, complement and extend her thinking and talk through appropriate talk.

In the writer's view, both fathers and mothers constantly, but perhaps, unconsciously seek to confirm the foregoing assumptions. However, the existing literature seems to indicate that language development is mainly the responsibility of the mother.

This study takes the view that both fathers and mothers are equally concerned about the child's language competence and independent thinking. They both seek to facilitate her acquisition of the language which would ensure her participation in a meaningful way in communication contexts. As a result, fathers themselves, engage in adjusting and modifying their linquistic strategies to share their levels of perceptions of the world in which their child is a member. The degree to which adjustment and modification are adopted could be determined through a comparison of fathers' linquistic strategies with those of mothers' linquistic strategies to share their levels of meaning in given activity frameworks.

SUMMARY

Much of the literature which was surveyed for this study support aspects of the assumptions which Wells (1981) makes on the process through which the young child develops her language competence. Through the linquistic strategies which adults use to provide feedback and through constantly exposing her to talk in a variety of contexts, and on a variety of interests, she discovers more of the complex relationships of language structures and their underlying meanings in relation to the world around her. The literature also indicates that adults, especially parents, to a great extent teach the young child indirectly, those linquistic strategies which will facilitate the quickest process of using language to mean, that is, to demonstrate more relevance, independence and appropriateness in talking, expressing her ideas and sharing others' points of view (Tough 1978), (Sachs, 1976), (Travarthen, 1974).

In engaging the child in talk situations, parents' strategy of subordinating and ability to reconsider and restructure their language patterns are not the only linquistic strategies which they use to ensure meaningful communication with their young child. They also indirectly create situations whereby she learns to develop strategies to force adults into conversation, and to maintain and sustain what she desires to learn more about.

There is also concensus that the underlying deep structure, or meanings of the language system of the child's community is learned before she can produce the appropriate structures to match those meanings. Thus, it is implied that the most important aspects of language learning lies beyond the verbalization of forms and structures.

The surveyed literature therefore seem to be the fore-runners of researching various aspects of the semantic-structural view of language development which Wells (1981) views as an interdependent whole meaningful experience which is developed in interactional contexts which determine the meaning for which structures will stand. One of the surveyed studies which seems to be the main fore-runner of Wells' (1981) interactional constitutive view of language development is that of Jerome Bruner's (1978). In Bruner's effort to build a case change in the trend of research on the development of the young child's surface and deep structures of the language of her community, he has pointed out the missing link on the continuum between behaviorist reinforcement view and the innatist view. He quotes George Miller of the Rockefeller University whom he thinks puts the concern of this missing link very well when he says that,

> 'We had two theories of language learning - one of the, empiricist associatism, is impossible; the other nativism, is miraculous. The void

> between the impossible and the miraculous remained (remains) to be filled.' (p.43)

Bruner then, like Wells, in his study has agreed that today we need,

> a new perspective that begins to grant a place to knowledge of the world, to knowledge of the function of communication, and to the hearer's interpretation of the speaker's intent (or meaning potential). The new picture of language learning (should recognize) recognizes that the process depends on highly constrained and one-sided transactions between the child and adult teacher. Language acquisition (and development) requires joint problem solving. (p.44)

Other points of agreement with Wells which Bruner's (1978) fore-runner study between the reciprocal nature of language acquisition and development in mother - child dyads has produced are:

- the child's entry into language is an entry into dialogue.
- the dialogue requires participants to interpret the communication and its intent.
- communication relationship is in the form of roles, and each "speech" is determined by a move of either partner.
- initial control of the dialogue depends on the mother's interpretation, which is guided by a continually updated understanding of her child's competence.
- language development is a constitutive experience: not only do participants rely upon context in making sense of one another's utterances but, in quite important ways, that context is brought into being or constituted through the use of language. (p.44)

It will be observed though, that in applying this view, Bruner lays emphasis on, the mother's vital role in facilitating this new perspective in her young child. Bruner may have missed a great opportunity to investigate this new perspective with the father - child relationships also. This study, using children one year to three years older than Bruner's child subjects: ten months to twenty four months, seeks to apply this view to both mother-child and father-child dyads. This interest is established through the researcher's belief that fathers play as much a crucial role in facilitating their young child's language competence but the existing literature inadequately represents this view. The following questions therefore need to be answered:

1. What is learnt from fathers' language patterns?
2. How do young children use language to respond to fathers' efforts to share information and meaning?
3. What strategies do fathers use to make language create contexts: the constitutive view?
4. How do young children use language to cope with the participant asymmetry:(fathers having a higher level of conversational rights of contexts?)
5. What aspects of the conventions of language as interaction: for communicating and thinking, do fathers capitalize on to facilitate their language development?

III. METHOD

THE PROBLEM

The purpose of this study is to analyse the linguistic strategies used by fathers, and those of mothers, in order to understand the degree of contribution which fathers make towards fostering language development for thinking and communicating in young children, through the interactive-constitutive process.

As already outlined in Chapter II, many of the studies which investigated the influence of parents' language on early language acquisition and development, were done primarily with mothers interacting with their young children. The findings of those studies therefore were reflected as being representative of the contributions which the home makes towards children's early language acquisition and development. As a result, very little is known about the crucial contributions which fathers make towards such development.

The idea which was explored in this study is, that fathers make as crucial contributions to their young children's language acquisition and development through a variety of linguistic strategies. In order to extend the knowledge of the contributions which fathers make towards their young children's language acquisition and development, the strategies which they used while interacting in the home setting were tape-recorded and analysed.

Specifically then, this study involved eight children, between the ages of three years and five years, and their parents. In each family, the children interacted with the parents in two tasks designed by the researcher. Each child interacted alone with the father while he read and discussed a story, and during the sharing of a game. Each child also interacted alone with the mother while she conducted two similar tasks. The verbal responses were tape-recorded in the absence of the researcher. In addition, the father, mother, child subject and other members of the family interacted at a family dinner. The verbal responses were also tape-recorded by the parents. These verbal responses were analysed quantitatively according to twenty-five categories, and qualitatively in order to further an understanding of the nature of the contributions which fathers make to their young children's development through the interactions represented in this study. The details of the procedure are reported below.

GENERAL PROCEDURES

Locating the Subjects

Originally, a stratified random sample of parents was identified in three pre-school settings in one urban location. However, many of these parents demonstrated concerns about the amount of time which they were required to devote to completing the designed activities. As a result, many of these parents withdrew. Since this study preferred to have a sample of families whose normal interaction schedules with their children included story telling, playing with their young children and sharing mealtime together, volunteer families were sought to participate in this study. As a result, the eight families who participated in this study were drawn from two urban and two rural urban areas. The eight families were contacted by friends of the researcher. Having volunteered, the researcher outlined the procedures for completing the activities stated later in this chapter. Parents were assured that all participants would remain anonymous in reporting the findings. The participation of these parents was a reflection of their confidence in their positive support for their young children's language development.

Description of Subjects

Parents

Eight pairs of parents from varying occupational and educational backgrounds participated in this study. Each pair of parents however, shared the common feature of spending considerable time interacting with the child-subject in a variety of contexts which required children to talk. Specifically, the following range of occupational backgrounds were representative in this study; one reading specialist, a bus driver, a lawyer, a truck driver, an accountant, a union organizer, a miner and a chef. Occupational backgrounds varied to a lesser extent in the eight mothers who participated; five homemakers, two teachers and one secretary.

The Children

The eight child-subjects ranged from three years to five years old. Of these eight, only four of the children attended kindergarten schools; Vanny, Mealie, Vicky and Briggs. Each of these eight children share spontaneous play periods with their parents. Stories are told, and/or read to them daily and a common supper time with all other members of the family is a routine experience; as far as possible.

This study basically engaged children of native English speaking families from the variety of educational and occupational backgrounds. Interactions in the natural home and family settings seemed appropriate to the application of the framework stated in earlier chapters.

RATIONALE

It was assumed that from a very early age young children are exposed to surface level language information or the linguistic forms, used to interact with the child's parents and siblings. Underlying that surface level of the language used, is a deep level system of linguistic structure: a meaning structure, through which the values, beliefs, interests and ideas shared by parents are communicated to the young child. It was also assumed that if parents volunteered to participate in the activities of this study then a more natural and truthful representation of the linguistic strategies used by parents to communicate their values and meaning of the world to their young children would be realized. A variety of locations therefore provided a greater opportunity for determining that certain linguistic behaviors are not specific to any one location. A summary of the basic background information of the subjects is shown in Figure 3.

THE DATA

In each of the eight families who participated in this study, Tasks 1 and 2 were conducted in father-child dyads, and mother-child dyads (see Figure 4, Schedule of Data Collecting). In Task 3, the father, mother, and child-subject as well as other members of the family interacted at supper. These interactions provided the data which facilitated an analysis of the linguistic strategies through

Figure 3. Subject Identification

CHILD	SEX	AGE	FATHER	OCCUPATION	MOTHER	OCCUPATION	LOCATION
1. Kenny	M	3 yrs.	F1	Reading Specialist	M1	Home-maker	Urban
2. Linda	F	3 yrs.	F2	Bus Driver	M2	Home-maker	Urban
3. Ranny	M	4 yrs.	F3	Lawyer	M3	Home-maker	Rural-urban
4. Vanny	M	4 yrs.	F4	Truck Driver	M4	Teacher	Rural-urban
5. Jake	M	4 yrs.	F5	Accountant	M5	Teacher	Rural-urban
6. Mealie	F	5 yrs.	F6	Union Organizer	M6	Part-time Teacher/ Homemaker	Urban
7. Nicky	M	5 yrs.	F7	Miner	M7	Secretary	Urban
8. Briggs	M	6 yrs.	F8	Chef	M8	Home-maker	Rural-urban

which fathers and mothers helped their young children experience shared knowledge of the world, knowledge of the functions of communication, and thus, shared meaning.

Schedule of Data Collecting

The schedule of activities from which the data was collected over a one week period beginning June 13, 1982 is outlined in Figure 4. Specifically, the data which provided the basis for a description of the linguistic strategies which fathers used and those which mothers used with their young children included the following components:

a) one session of story reading and discussion activity by each father;

b) one session of story reading and discussion activity by each mother;

c) one play activity session using a magnet kit;

d) one play activity session using a variety of stickers to build and discuss a picture;

e) one tape-recorded session of the family's conversation at supper;

f) one background questionnaire which provided information on the perspectives which fathers and mothers hold about the development of their young children's language.

A one week log keeping exercise in which verbal interactions involving the child subjects. The tasks are detailed below.

Figure 4. Matrix of Schedule of Tasks

SUBJECTS		TASKS	ACTIVITY	DAY
Family No.	Dyad			
1. 1 - 4 5 - 8	Father-Child Mother-Child	Task 1	Book A-Caps For Sale by Esphyr Slobodkina	1
2. 1 - 4 5 - 8	Mother-Child Father-Child	Task 1	Book B-The Little Lamb by Judy Dunn	2
3. 5 - 8 1 - 4	Father-Child Mother-Child	Task 2	Play with Magnet Kit	3
4. 5 - 8 1 - 4	Mother-Child Father-Child	Task 2	Play: Picture Making with Stickers	4
5. All families at supper on most convenient day.		Task 3		Most convenient day
6. Documenting verbal interactions from the child's waking at morning to going to bed at evening (if possible)		Task 4	Log Keeping	1 through 7
7. Each Father and Mother complete separate background questionnaire on language development.		Task 5	Complete Questionnaire	Immediately after all data from Tasks 1 through 4 have been collected.

The Tasks

Task 1: Storybook Sharing

Two story books selected by the researcher were provided for each of the two parents of the eight families.

Rationale: Story telling is a routine parent-child activity of the participating families. Since this is a known factor in this task, the activity provides an opportunity to elicit the child's views of what the illustrations and texts tell. Parents therefore had the opportunity to utilize graphic clues and children's concrete, here-and-now language to make meaning of what the stories involve. This required parents to utilize linguistic strategies which explained texts as well as monitored their success at communicating meaning.

Task 2: Play and Learn

A picture making and a magnet and material kit were used by the two groupings of mothers and fathers in a manner similar to that stated in Task 1 (see Figure 4, Schedule of Data Collecting).

Rationale: The participating parents normally interact with their children in spontaneous play activities. The hands-on kits provided an opportunity for parents to use the linguistic strategies which they normally use when participating in their children's spontaneous play. Through this activity an opportunity was provided for focusing on the use of those strategies which share the meaning of each other's previous experiences in relation to the objects, their properties and their functional relationships.

Task 3: The Family at Supper

Each family tape-recorded the minimum of forty minutes of a supper time interaction.

Rationale: Joan Tough (1978) suggests that,

> Talking is perhaps, essential in the first place for the young child as a means of letting people know about his general well-being. But he does not live in a world which is only made up of bedtime, mealtime, and play time. The world exists outside of the family and the family relates to it in many ways. (p.112)

She also states that,

> The family has its own life made up of the relationship between the members of the family, and the general activities which the family pursue. Again, language provides the medium through which communication can go on. It is this activity into which the child is drawn, which, with little formal teaching, provides the matter about which the child wants and learns to communicate. It is not talk for talk sake, or talk about things which are only considered suitable for communication with the child (although such topics will form a part of the child's experience) that forms the natural experience in which to establish and practice language: it is everything that goes on which is of interest or concern to the family, and in which (s)he is able to become involved as (her) his skill in interpreting and speaking grows. (p.111)

The verbal interactions of the family at supper seem quite adequate to provide a picture of the total linguistic strategies which influence and shape the language and thinking of the child-subject. It therefore provided an opportunity to identify some of the objectives which the child-subject used language to achieve, in this spontaneous situation. Through this activity an additional opportunity was also provided to evaluate what all members did with their words.

Task 4: Log Keeping

Each family was requested to document as many of the verbal interactions as possible which the child-subject shared with other members of the family over a one week period.

Rationale: Joan Tough suggests that,

> Talking clearly aids the expression of thinking, and perhaps frequently the very use of talk initiates and refines the child's thinking. (p.88)

Tasks 1 through 3 may not necessarily be representative of all the talk and linguistic strategies which parents use to communicate with the child-subject. This activity provided an additional opportunity to identify the spontaneous talk which emanates from the child's constant thinking of a variety of things pertaining to his world. How the child's thinking is clarified or extended may require parents to utilize other strategies of interpreting what the child intends to mean from the syntactic structure of forms produced within given contexts. There may be a greater variety of contexts from which meaning is to be interpreted.

Task 5: Completing a ten(10) Item Questionnaire (see Appendix C)

Items 1 through 3 reflect the range of individuals who would have verbal influences on the child-subject's language.

Items 4 through 6 reflect parental attitudes to children's language use.

Items 7 through 10 reflect parents' role in the process of their children's language development.

Rationale: Pinnell (1980) suggests that,

> Our attitude toward children's use of language, the ways in which we teach them about language, and the opportunities we provide for language use can either help or hinder the further development of language knowledge. (p.8)

The questionnaire provided an opportunity to evaluate the feelings, attitudes and values which parents have for the language of the child. The responses would also clarify or confirm the patterns found in the recorded responses over Tasks 1 through 4. As a result the child's language learning could be placed in the greater physical, social, emotional and intellectual contexts of the family.

Instruments

Twenty-five categories of linguistic patterns/strategies stated later in this chapter were used to code the quantitative responses of each dyad in each family. Five other aspects of language learning issues (see Chapter II) were used to qualitatively analyse full duration of collected verbal responses. Parents tape-recorded all responses as the writer preferred not to allow her presence to influence the subjects' responses in any way.

Recording Equipment

1. Each family was provided with one tape recorder, two cassettes: one for recording father-child dyadic responses and the other for recording mother-child dyadic responses and supper conversation.
2. Two background questionnaires were provided for each family. Each father and mother completed a separate one and returned it by mail.
3. A format of the desired log was provided for each family (see pilot example in Appendix I).

4. One Release of Information Form was provided for each family to permit the use of the collected data only in this study.

Treatment of the Data

The analysis of the linguistic strategies which fathers and mothers used with their young children to communicate was done in two sections. The first section will indicate a quantitative analysis of the frequency of the twenty-five categories (see definitions in Appendix F) outlined later in this chapter, in the total number of utterances used by fathers and mothers in each family. A general representation of the descriptions of the responses of the eight fathers and the eight mothers was also quantitatively indicated. This quantitative representation was not used, however, to generalize about all fathers in relation to the given problem stated in the foregoing opening paragraph of this chapter. Instead, generalizations were limited to the acquired data only.

A second section of analysis is presented qualitatively. Here, a descriptive view of how the verbal interactions of each dyad follow Wells' (1981) interactive and constitutive views of language development is given. Wells' views were reinforced in this section by the thinking of Joan Tough (1978), Britton (1970), Frank Smith (1975), Bruner (1978) and Donaldson (1978). The focus of this qualitative analysis is on getting language to work for the participants in the dyads as they shared knowledge of the world in relation to the activities, or contexts, how they shared meanings of those contexts, and to identify what linguistic strategies children learn from fathers and mothers as part of the development of their language competence.

A comparison between pairs of parents was made in relation to similar categories which their child used.

Categories for Analysis of Utterances

1. Number of utterances made by father, mother, child.
2. Initiates topic in context.
3. Gives information.
4. Acknowledges information.
5. Asks questions to seek clarification of meaning intention.
6. Asks questions to solicit new information.
8. Statement which expands the child's ideas, thinking (Tough, 1979).
9. Statement which confirms the child's ideas.
10. Statement which corrects the child's ideas.
11. Statement which answers the child's questions to understand causal relationships.
12. Statement which seeks clarification of word meanings.
13. Statement which clarifies word meanings.
14. Statement which accepts child's word meanings.
15. Statement which complies with ideas.
16. Statement which challenges ideas.
17. Statement which modifies utterances to convey shared meaning.
18. Statment which shares concepts at adult level.
19. Statement which is not acknowledged.
20. Statement which is incomplete.
21. Statement which is off topic.
22. Statement which extends speaker's ideas.
23. Statement which rejects speaker's ideas on the basis of adult status.

24. Statement which defends speaker's point of view.
25. Statement which directs actions in order to provide an adequate representation of the verbal interactions.

To exemplify the analysis of the strategies used by each pair of parents, adequate and appropriate references of utterances were cited to support the evaluative and causal relationships among the stated categories. This phase of analysis reflects the strategies used by each participant in the context of conversation.

SUMMARY

It is agreed that conversation requires joint action. In conversational contexts it seems that parents find that sustaining that joint action in a meaningful way would be the greatest problem they face in talking with their young children. Nevertheless, parents adopt a variety of linguistic strategies to help children to sustain that joint action through meaningful interpretations of their children's utterances. These views are supported by Pinnell (1980) who suggests that,

> Using language to express ideas is the focus of language learning at home, and parents interpret their children's utterances as complete and meaningful even if they are ungrammatical by adult standards. (p.19)

Tough (1978) adds another dimension of language learning in a conversational context; that form is learned as content and function is learned. She says that,

> Significant others in the child's environment and children themselves focus primarily on content and function of language, yet form is learned also. (p.124)

The thinking which underlies the two foregoing statements are (a) that in the context of conversation the significant others in the child's home environment: parents and siblings, facilitate the learning of meaning and form simultaneously; and (b) that the participants who engage in conversation seem mainly to respond to the intentions and communication functions of what the young child says in relation to the context. This thinking therefore supports Wells' views that language learning in conversational contexts is a collaborative and meaning negotiating process. Wells suggests three aspects of this collaborative-meaning negotiating process. These are,

> 1. That the two participants in the conversation alternate in taking turns to speak, each listening while the other speaks and waiting for the other to finish before starting his or her turn.
>
> 2. What is said in each turn is coherently related to what was said by the previous speaker, and so it is reasonable to infer that both participants are understanding of each other's messages and framing their subsequent messages in the light of that understanding.
>
> 3. The talk seems to be systematically related to the physical situation in which it occurs and to the intentions of the speakers in relation to that situation. (p.25)

Wells' framework of language as a medium of interaction, and the negotiation of meanings through talk thus seems adequate to facilitate the procedure for collecting, evaluating and comparing the linguistic forms and strategies used by mothers with their children with those forms used by fathers with the same children.

Specifically, this chapter outlined the strategy for investigating and understanding the degree of contributions which eight fathers made towards their children's language acquisition and development, through the use of the linguistic strategies which those fathers used while interacting in the home over two tasks designed by the researcher and at a family dinner.

A matrix of background information of the subjects, a schedule of tasks completed, the method of collecting the data, the twenty-five categories used for analysing the data quantitatively and qualitatively were also outlined. The foregoing components of the strategy formed the basis for analysing and understanding the crucial contributions which fathers make towards their young children's language acquisition and development.

IV. RESULTS AND DISCUSSION

The purpose of this study was primarily to analyse and describe the linguistic strategies which fathers and mothers used with their pre-school children to determine the degree of contribution which fathers made towards their children's language development for thinking and communicating through the interactive-constitutive process.

The responses were tape-recorded by the parents of the eight families. Each of the eight fathers and mothers interacted alone with the child subject over a story-telling task and a play activity, structured by the researcher. The child-subject also interacted at supper time with other members of the family. Each family complemented the data from structured tasks by completing a questionnaire which reflected their attitudes towards their young children's language development. Finally, parents completed a log of additional language interactions which took place among the child-subjects and other members of the individual families over a one week period.

The data were analysed both quantitatively according to twenty-five linguistic categories, and qualitatively. Percentages calculated for all 25 categories for each participant over Tasks 1, 2 and 3 are reported in the first section. The results in each family will be discussed separately in this section. The second section presents the types of interactions among children and parents, and discusses these interactions in view of the influence which they had on the young child-subject's language development for thinking and communicating.

Here the discussion will be specific to individual families as well as general across families.

THE FATHERS' RANGE OF USE OF LINGUISTIC STRATEGIES

General Results for Fathers

It was thought that fathers in this study would make as crucial contribution as mothers towards their young children's language development, through the use of appropriate linguistic strategies. To address this thinking the types of linguistic strategies used by the eight fathers were analysed in each task according to the twenty-five categories of linguistic strategies already discussed in Chapters II and III.

It was observed that seven out of eight fathers predominantly used Categories 3, 2, 25, 7, 8 and 5 most frequently in their consecutive order.

Category 3.	Gives information.
Category 2.	Initiates topic in context.
Category 25.	Statement which directs actions in order to provide an adequate understanding of context.
Category 7.	Asks questions to solicit new information.
Category 8.	Statement which expands child's idea.

The foregoing categories were assumed to be pertinent to facilitating both the semantic and structural aspects of their young children's thinking and communicative ability. Conversely, the following categories were least used by all of the eight fathers: Categories 16, 18, 19, 20, 23.

Category 16:	Statement which challenges ideas.
Category 18.	Statement which shares concept at adult level.

Category 19. Statement which is not acknowledged.

Category 20. Statement which is incomplete.

Category 21. Statement which is off topic.

Category 23. Statement which rejects speaker's ideas.

These were assumed to have limited influence on children's thinking and communicative ability.

The data for the eight mothers revealed that they most predominantly used Categories 3, 4, 5, 6, 7, 8 and 23.

Category 3. Gives information.

Category 4. Acknowledges information.

Category 5. Asks questions to seek clarification of meaning intention.

Category 6. Asks questions to provide new information.

Category 7. Asks questions to solicit new information.

Category 8. Statement which expands the child's ideas and thinking.

Category 23. Statement which rejects speaker's ideas, to facilitate the development of thinking and communication in the the interactive-constitutive process.

Those categories least used by mothers were Category 19, 20, 21, 22 and 24.

Category 19. Statement which shares concepts at adult level.

Category 20. Statement which is incomplete.

Category 21. Statement which is off topic.

Category 24. Statement which defends speaker's ideas.

Although there were many similarities in the use of positive and negative categories across mothers and fathers in the eight families, great variations were observed in the use of the foregoing categories by different fathers and mothers during different tasks (see Tables 1, 2, 3, 4, 5, 6, 7, and 8). This observation demonstrated that people use language differently to communicate similar ideas. Also, people use language differently to communicate in different interactional contexts. Their level of knowledge of the context, interests, and attitudes create such variations.

However, regardless of the variations in use of the predominantly used positive categories, it was observed that at all times fathers sought to communicate meaning in their language forms, through the linguistic strategies used.

INDIVIDUAL RESULTS AND DISCUSSION

Family 1: Kenny, Father and Mother

Tasks 1, 2, 3

It was observed that Kenny's father predominantly utilized Categories 15, 2, 3, 7, 5 and 25 in their respective order. Mother, on the other hand, utilized Categories 2, 3, 7, 8 and 11 in their respective order. Two negative Categories were least used by both father and mother. These were Categories 22 and 24.

It will be observed that Kenny was the youngest participant in this study. His attention span was much shorter than that of the other child-subjects. This level of his maturity required father to utilize Category 25 to constantly help Kenny to focus on the context: to maintain the orientation to the interactive situation. Father also utilized the strategy of questioning in order to monitor Kenny's attentiveness and shared meaning. Mother, on the other hand, utilized the strategy of telling, or giving information. As a result, extensive

TABLE 1

FAMILY: KENNY, FATHER AND MOTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C -	F	M -	C	C -	F	M -	C	C -	F -	M -	OT
* 1	102.0	64.0	118.0	83.0	63.0	80.0	110.0	63.0	47.0	60.0	84.0	
2	12.7	15.6	14.4	6.02	14.28	17.5	14.54	12.69	8.51	13.33	3.57	
3	16.6	14.06	11.01	19.27	44.44	8.75	21.81	31.74	4.25	9.99	11.90	
4	5.8	4.6	4.23	3.61	9.52	6.25	20.9	7.93	14.89	4.99	7.14	
5	1.9	10.9	4.23	14.45	9.52	10.0	6.36	6.34	2.12	9.99	8.33	
6	9.8	0.0	5.93	4.81	0.0	10.0	5.45	0.0	0.0	3.33	4.76	
7	3.9	12.5	11.01	4.81	9.52	27.5	19.09	0.0	0.0	6.66	2.38	
8	3.9	0.0	11.01	0.0	0.0	3.75	3.63	0.0	14.89	8.33	3.57	
9	2.9	0.0	9.32	3.61	0.0	6.25	0.0	0.0	0.0	1.66	4.76	
10	0.0	0.0	7.62	0.0	0.0	0.0	3.63	0.0	0.0	3.33	0.0	
11	6.8	0.0	11.01	3.61	0.0	0.0	0.0	0.0	0.0	0.0	4.76	
12	1.9	0.0	5.08	0.0	0.0	0.0	2.72	0.0	0.0	0.0	3.57	
13	0.0	4.6	3.38	0.0	0.0	0.0	0.909	3.17	0.0	0.0	0.0	
14	0.98	0.0	2.54	18.07	0.0	0.0	0.0	0.0	0.0	6.66	2.38	
15	5.8	17.1	0.0	4.81	4.76	0.0	3.63	0.0	14.89	6.66	2.38	
16	1.9	0.0	5.08	0.0	0.0	0.0	5.45	6.34	4.25	0.0	1.19	
17	5.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.25	8.33	4.76	
18	0.0	0.0	5.08	2.40	0.0	0.0	7.33	0.0	0.0	0.0	1.19	
19	0.98	0.0	8.47	4.81	0.0	0.0	0.0	3.17	0.0	3.33	0.0	
20	2.9	3.12	3.38	6.02	3.17	0.0	2.72	6.34	8.51	3.33	5.95	
21	0.0	3.12	1.69	0.0	1.58	0.0	0.0	3.17	6.38	6.66	0.0	
22	11.7	0.0	1.64	0.0	0.0	0.0	10.9	0.0	2.12	1.66	0.0	
23	0.0	3.12	0.0	1.20	3.17	0.0	0.0	.52	0.0	0.0	4.76	
24	0.0	4.6	0.0	0.0	0.0	0.0	0.0	3.17	8.51	0.0	0.0	
25	1.9	6.25	5.93	2.40	1.58	10.0	9.09	1.58	6.38	3.33	5.95	

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 1.1

FAMILY: KENNY, FATHER AND MOTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
*1.	1	102.0	1	64.0	1	118.0	1	83.0
2.	3	16.6	15	17.1	2	14.4	3	19.27
3.	2	12.7	2	15.6	3	11.01	14	18.07
4.	22	11.7	3	14.06	7	11.01	5	14.45
5.	6	9.8	7	12.5	8	11.01	2	6.02
6.	11	6.8	5	10.9	11	11.01	20	6.02
7.	4	5.8	25	6.25	9	9.32	6	4.81
8.	15	5.8	4	4.6	19	8.47	7	4.81
9.	17	5.8	13	4.6	10	7.62	15	4.81
10.	7	3.9	24	4.6	6	5.93	19	4.81
11.	8	3.9	20	3.12	25	5.93	4	3.61
12.	9	2.9	21	3.12	12	5.08	9	3.61
13.	20	2.9	23	3.12	16	5.08	11	3.61
14.	5	1.9	6	0.0	18	5.08	18	2.40
15.	12	1.9	8	0.0	4	4.23	25	2.40
16.	16	1.9	9	0.0	5	4.23	23	1.20
17.	25	1.9	10	0.0	13	3.38	8	0.0
18.	14	0.98	11	0.0	20	3.38	10	0.0
19.	19	0.98	12	0.0	14	2.54	12	0.0
20.	10	0.0	14	0.0	21	1.69	13	0.0
21.	13	0.0	16	0.0	22	1.64	16	0.0
22.	18	0.0	17	0.0	15	0.0	17	0.0
23.	21	0.0	18	0.0	17	0.0	21	0.0
24.	23	0.0	19	0.0	23	0.0	22	0.0
25.	24	0.0	22	0.0	24	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 1.2

FAMILY: KENNY, FATHER AND MOTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
*1.	1	63.0	1	80.0	1	110.0	1	63.0
2.	3	44.44	7	27.5	3	21.81	3	31.74
3.	2	14.28	2	17.5	4	20.9	2	12.69
4.	4	9.52	5	10.0	7	19.09	4	7.93
5.	5	9.52	6	10.0	2	14.54	5	6.34
6.	7	9.52	25	10.0	22	10.9	16	6.34
7.	15	4.76	3	8.75	25	9.09	20	6.34
8.	20	3.17	4	6.25	18	7.33	13	3.17
9.	23	3.17	9	6.25	5	6.36	19	3.17
10.	21	1.58	8	3.75	6	5.45	21	3.17
11.	25	1.58	10	0.0	16	5.45	24	3.17
12.	6	0.0	11	0.0	8	3.63	25	1.58
13.	8	0.0	12	0.0	10	3.63	23	.52
14.	9	0.0	13	0.0	15	3.63	6	0.0
15.	10	0.0	14	0.0	12	2.72	7	0.0
16.	11	0.0	15	0.0	20	2.72	8	0.0
17.	12	0.0	16	0.0	13	0.909	9	0.0
18.	13	0.0	17	0.0	9	0.0	10	0.0
19.	14	0.0	18	0.0	11	0.0	11	0.0
20.	16	0.0	19	0.0	14	0.0	12	0.0
21.	17	0.0	20	0.0	17	0.0	14	0.0
22.	18	0.0	21	0.0	19	0.0	15	0.0
23.	19	0.0	22	0.0	21	0.0	17	0.0
24.	22	0.0	23	0.0	23	0.0	18	0.0
25.	24	0.0	24	0.0	24	0.0	22	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 1.3

FAMILY: KENNY, FATHER AND MOTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C	—	CATEGORY	F	—	CATEGORY	M	—	CATEGORY	OT
*1.	1	47.0		1	60		1	84			
2.	4	14.89		2	13.33		3	11.90			
3.	8	14.89		3	9.99		5	8.33			
4.	15	14.89		5	9.99		4	7.14			
5.	2	8.51		8	8.33		20	5.95			
6.	20	8.51		17	8.33		25	5.95			
7.	24	8.51		7	6.66		6	4.76			
8.	21	6.38		14	6.66		9	4.76			
9.	25	6.38		15	6.66		11	4.76			
10.	3	4.25		21	6.66		17	4.76			
11.	16	4.25		4	4.99		23	4.76			
12.	17	4.25		6	3.33		2	3.57			
13.	5	2.12		10	3.33		8	3.57			
14.	22	2.12		19	3.33		12	3.57			
15.	6	0.0		20	3.33		7	2.38			
16.	7	0.0		25	3.33		14	2.38			
17.	9	0.0		9	1.66		15	2.38			
18.	10	0.0		22	1.66		16	1.19			
19.	11	0.0		11	0.0		18	1.19			
20.	12	0.0		12	0.0		10	0.0			
21.	13	0.0		13	0.0		13	0.0			
22.	14	0.0		16	0.0		19	0.0			
23.	18	0.0		18	0.0		21	0.0			
24.	19	0.0		23	0.0		22	0.0			
25.	23	0.0		24	0.0		24	0.0			

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 2

FAMILY: LINDA, FATHER AND MOTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C	F	M	C	C	F	M	C	C	F	M	OT
*1	26.0	42.0	24.0	32.0	84.0	75.0	73.0	84.0	56.0	23.0	41.0	8.0
2	7.69	14.28	20.83	6.25	4.76	13.33	5.47	4.76	23.21	8.69	12.19	50.0
3	7.69	2.38	20.83	9.37	20.23	9.33	47.94	11.90	16.07	17.39	34.14	37.5
4	7.69	4.76	33.33	21.87	16.66	3.99	4.10	11.90	3.57	8.69	2.43	0.0
5	3.84	0.0	12.49	12.5	7.14	14.66	6.66	5.95	0.0	8.69	0.0	0.0
6	0.0	0.0	0.0	3.12	2.38	7.99	2.73	0.0	1.78	8.69	4.87	0.0
7	7.69	26.19	8.33	6.25	17.85	14.66	4.10	7.14	3.57	13.04	4.87	0.0
8	0.0	4.76	12.49	3.12	1.19	2.66	6.84	2.30	0.0	0.0	0.0	0.0
9	3.84	2.38	0.0	3.12	2.38	1.33	2.73	2.30	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	1.33	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	3.12	1.19	3.99	1.36	1.19	0.0	0.0	0.0	0.0
12	3.84	4.76	0.0	3.12	0.0	0.0	1.36	5.95	0.0	0.0	0.0	0.0
13	3.84	7.14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14	3.84	2.38	0.0	9.37	0.0	0.0	1.36	2.38	0.0	0.0	0.0	0.0
15	11.53	2.38	8.33	0.0	14.28	3.99	2.73	14.28	0.0	8.69	0.0	0.0
16	3.84	7.14	0.0	3.12	0.0	0.0	1.36	7.14	0.0	0.0	0.0	0.0
17	3.84	0.0	0.0	0.0	1.19	2.66	1.36	1.19	1.78	0.0	0.0	0.0
18	0.0	0.0	0.0	0.0	0.0	0.0	1.36	1.19	0.0	4.34	00	0.0
19	0.0	0.0	0.0	6.25	0.0	0.0	1.36	7.14	0.0	0.0	0.0	0.0
20	3.84	2.38	4.16	3.12	2.38	1.33	2.73	2.38	35.71	0.0	0.0	0.0
21	11.53	2.38	0.0	3.12	0.0	1.33	0.0	2.38	10.71	4.34	4.87	0.0
22	3.84	2.38	0.0	3.12	1.19	1.33	1.36	1.19	0.0	8.69	7.31	0.0
23	0.0	0.0	0.0	0.0	1.19	1.33	1.36	2.38	1.78	0.0	14.63	0.0
24	3.84	4.76	0.0	0.0	1.19	1.33	0.0	0.0	1.78	4.34	4.87	0.0
25	7.69	9.52	0.0	3.12	4.76	2.66	1.36	13.09	0.0	4.34	9.75	12.5

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 2.1

FAMILY: LINDA, FATHER AND MOTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
*1.	1	26.0	1	42.0	1	24.0	1	32.0
2.	15	11.53	7	26.19	4	33.33	4	21.87
3.	21	11.53	2	14.28	2	20.83	5	12.5
4.	2	7.69	25	9.52	3	20.83	3	9.37
5.	3	7.69	13	7.14	5	12.49	14	9.37
6.	4	7.69	16	7.14	8	12.49	2	6.25
7.	7	7.69	4	4.76	7	8.33	7	6.25
8.	25	7.69	8	4.76	15	8.33	19	6.25
9.	5	3.84	12	4.76	20	4.16	6	3.12
10.	9	3.84	24	4.76	6	0.0	8	3.12
11.	12	3.84	3	2.38	9	0.0	9	3.12
12.	13	3.84	9	2.38	10	0.0	11	3.12
13.	14	3.84	14	2.38	11	0.0	12	3.12
14.	16	3.84	15	2.38	12	0.0	16	3.12
15.	17	3.84	20	2.38	13	0.0	20	3.12
16.	20	3.84	21	2.38	14	0.0	21	3.12
17.	22	3.84	22	2.38	16	0.0	22	3.12
18.	24	3.84	5	0.0	17	0.0	25	3.12
19.	6	0.0	6	0.0	18	0.0	10	0.0
20.	8	0.0	10	0.0	19	0.0	13	0.0
21.	10	0.0	11	0.0	21	0.0	15	0.0
22.	11	0.0	17	0.0	22	0.0	17	0.0
23.	18	0.0	18	0.0	23	0.0	18	0.0
24.	19	0.0	19	0.0	24	0.0	23	0.0
25.	23	0.0	23	0.0	25	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 2.2

FAMILY: LINDA, FATHER AND MOTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
* 1.	1	84.0	1	75.0	1	73.0	1	84.0
2.	3	20.23	5	14.66	3	47.94	15	14.28
3.	7	17.85	7	14.66	8	6.84	25	13.09
4.	4	16.66	2	13.33	5	6.66	3	11.90
5.	15	14.28	3	9.33	2	5.47	4	11.90
6.	5	7.14	6	7.99	4	4.10	7	7.14
7.	2	4.76	4	3.99	7	4.10	16	7.14
8.	25	4.76	11	3.99	6	2.73	19	7.14
9.	6	2.38	15	3.99	9	2.73	5	5.95
10.	9	2.38	8	2.66	15	2.73	12	5.95
11.	20	2.38	17	2.66	20	2.73	2	4.76
12.	8	1.19	25	2.66	11	1.36	14	2.38
13.	11	1.19	9	1.33	12	1.36	20	2.38
14.	17	1.19	10	1.33	14	1.36	21	2.38
15.	22	1.19	20	1.33	16	1.36	23	2.38
16.	23	1.19	21	1.33	17	1.36	8	2.30
17.	24	1.19	22	1.33	18	1.36	9	2.30
18.	10	0.0	23	1.33	19	1.36	11	1.19
19.	12	0.0	24	1.33	22	1.36	17	1.19
20.	13	0.0	12	0.0	23	1.36	18	1.19
21.	14	0.0	13	0.0	25	1.36	22	1.19
22.	16	0.0	14	0.0	10	0.0	6	0.0
23.	18	0.0	16	0.0	13	0.0	10	0.0
24.	19	0.0	18	0.0	21	0.0	13	0.0
25.	21	0.0	19	0.0	24	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 2.3

FAMILY: LINDA, FATHER AND MOTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	OT
* 1.	1	56.0	1	23.0	1	41.0	1	8.0
2.	20	35.71	3	17.39	3	34.14	2	50.0
3.	2	23.21	7	13.04	23	14.63	3	37.5
4.	3	16.07	2	8.69	2	12.19	25	12.5
5.	21	10.71	4	8.69	25	9.75	4	0.0
6.	4	3.57	5	8.69	22	7.31	5	0.0
7.	7	3.57	6	8.69	6	4.87	6	0.0
8.	6	1.78	15	8.69	7	4.87	7	0.0
9.	17	1.78	22	8.69	21	4.87	8	0.0
10.	23	1.78	18	4.34	24	4.87	9	0.0
11.	24	1.78	21	4.34	4	2.43	10	0.0
12.	5	0.0	24	4.34	5	0.0	11	0.0
13.	8	0.0	25	4.34	8	0.0	12	0.0
14.	9	0.0	8	0.0	9	0.0	13	0.0
15.	10	0.0	9	0.0	10	0.0	14	0.0
16.	11	0.0	10	0.0	11	0.0	15	0.0
17.	12	0.0	11	0.0	12	0.0	16	0.0
18.	13	0.0	12	0.0	13	0.0	17	0.0
19.	14	0.0	13	0.0	14	0.0	18	0.0
20.	15	0.0	14	0.0	15	0.0	19	0.0
21.	16	0.0	16	0.0	16	0.0	20	0.0
22.	18	0.0	17	0.0	17	0.0	21	0.0
23.	19	0.0	19	0.0	18	0.0	22	0.0
24.	22	0.0	20	0.0	19	0.0	23	0.0
25.	25	0.0	23	0.0	20	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

use had to be made of Category 2: Initiating the topic several times over.

Family 2: Linda, Father and Mother

Tasks 1, 2, and 3

The results in this family reflect more varied utilization of many more of the linguistic strategies. However, Categories 7, 2, 25, 13, 16, 4 and 8 were used in their respective order by father. It was also observed that Categories 3, 4, 5, 6 and 7 were also used by Linda to communicate with her father. On the other hand Category 3 continued to be highly used in all tasks by mother as she communicated with Linda. As a result of this telling strategy, Linda predominantly used Category 3: Giving information and Category 4: Acknowledge information. Father's constant use of Categories 5: Asks question to seek clarification of meaning intention and 7: Asks questions to solicit new information ranked higher on choice of strategy than the same stratagies used by mother. In response to the use of the foregoing strategies Linda's language structures primarily functioned to question in order to seek clarification and extension of her ideas and thinking as she shared the interactional process with father. On the other hand the strategies used by mother elicited more responses which indicated compliance with the ideas mother tried to communicate.

Family 3: Brian, Father and Mother

Tasks 1, 2 and 3

The observations made in this family indicated that Brian utilized Categories 3, 4, 5 and 8 almost as much as father and mother did. However, Brian demonstrated more use of Category 17: Statement which

TABLE 3

FAMILY: BRIAN, FATHER AND MOTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:

C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C —	F	M —	C	C —	F	M —	C	C —	F —	M —	OT
*1	62.0	66.0	87.0	64.0	23.0	25.0	71.0	46.0	37.0	55.0	47.0	
2	6.45	3.03	19.10	1.56	8.59	24.0	4.22	8.59	10.81	10.90	8.51	
3	9.67	12.12	14.50	25.0	39.13	12.0	32.39	39.13	0.0	5.45	8.51	
4	11.29	12.12	8.98	4.68	26.08	4.0	7.04	17.39	16.21	1.81	6.38	
5	9.67	10.6	10.11	7.81	8.59	20.0	11.26	13.04	16.21	10.90	2.12	
6	3.22	7.57	0.0	0.0	0.0	8.0	1.40	0.0	0.0	1.81	2.12	
7	6.45	6.06	6.74	1.56	0.0	12.0	11.26	0.0	0.0	12.72	4.25	
8	8.06	6.06	8.98	0.0	0.0	0.0	0.0	0.0	0.0	5.45	4.25	
9	1.61	1.51	7.86	3.12	0.0	8.0	7.04	0.0	0.0	10.90	12.76	
10	3.22	1.51	1.12	0.0	0.0	0.0	2.81	0.0	0.0	0.0	0.0	
11	9.67	3.03	7.86	0.0	0.0	0.0	15.49	0.0	2.70	9.04	4.25	
12	1.61	1.51	2.24	3.12	0.0	0.0	0.0	0.0	2.70	0.0	0.0	
13	0.0	4.54	2.24	0.0	0.0	0.0	0.0	0.0	2.70	3.63	2.12	
14	3.22	6.06	2.24	0.0	0.0	0.0	0.0	0.0	10.81	1.81	4.25	
15	0.0	3.03	1.12	9.37	4.34	0.0	1.40	15.21	29.72	3.63	6.38	
16	6.45	6.06	1.12	1.56	0.0	0.0	0.0	0.0	0.0	7.27	4.25	
17	0.0	3.03	2.24	26.56	0.0	0.0	1.40	0.0	0.0	0.0	0.0	
18	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.70	0.0	2.12	
20	4.83	6.06	0.0	3.12	13.04	0.0	2.81	0.0	8.40	1.81	4.25	
21	1.4	0.0	1.12	1.56	0.0	0.0	5.63	0.0	8.40	5.45	10.63	
22	0.0	0.0	0.0	3.12	0.0	0.0	1.40	0.0	2.70	3.63	8.51	
23	3.22	0.0	1.12	3.12	0.0	0.0	1.40	0.0	5.40	0.0	0.0	
24	6.45	0.0	0.0	1.56	0.0	0.0	0.0	0.0	5.40	0.0	2.12	
25	3.22	6.06	0.0	3.12	0.0	12.0	9.82	0.0	8.10	3.63	2.12	

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 3.1

FAMILY: BRIAN, FATHER AND MOTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
*1.	1	62.0	1	66.0	1	87.0	1	64.0
2.	4	11.29	3	12.12	3	14.50	17	26.56
3.	3	9.67	4	12.12	4	8.98	3	25.0
4.	5	9.67	5	10.6	5	10.11	15	9.37
5.	11	9.67	6	7.57	6	0.0	5	7.81
6.	8	8.06	7	6.06	7	6.74	4	4.68
7.	2	6.45	8	6.06	8	8.98	9	3.12
8.	7	6.45	14	6.06	14	2.24	12	3.12
9.	16	6.45	16	6.06	16	1.12	20	3.12
10.	24	6.45	20	6.06	20	0.0	22	3.12
11.	20	4.83	25	6.06	25	0.0	23	3.12
12.	6	3.22	13	4.54	13	2.24	25	3.12
13.	10	3.22	2	3.03	2	19.10	2	1.56
14.	14	3.22	11	3.03	11	7.86	7	1.56
15.	23	3.22	15	3.03	15	1.12	16	1.56
16.	25	3.22	17	3.03	17	2.24	21	1.56
17.	9	1.61	9	1.51	9	7.86	24	1.56
18.	12	1.61	10	1.51	10	1.12	6	0.0
19.	21	1.4	12	1.51	12	2.24	8	0.0
20.	13	0.0	18	0.0	18	0.0	10	0.0
21.	15	0.0	19	0.0	19	0.0	11	0.0
22.	17	0.0	21	0.0	21	1.12	13	0.0
23.	18	0.0	22	0.0	22	0.0	14	0.0
24.	19	0.0	23	0.0	23	1.12	18	0.0
25.	22	0.0	24	0.0	24	0.0	19	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 3.2

FAMILY: BRIAN, FATHER AND MOTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
*1.	3	39.13	1	25.0	1	71.0	1	46.0
2.	4	26.08	2	24.0	3	32.39	3	39.13
3.	1	23.0	5	20.0	11	15.49	4	17.39
4.	20	13.04	3	12.0	5	11.26	15	15.21
5.	2	8.59	7	12.0	7	11.26	5	13.04
6.	5	8.59	25	12.0	25	9.82	2	8.59
7.	15	4.34	6	8.0	4	7.04	6	0.0
8.	6	0.0	9	8.0	9	7.04	7	0.0
9.	7	0.0	4	4.0	21	5.63	8	0.0
10.	8	0.0	8	0.0	2	4.22	9	0.0
11.	9	0.0	10	0.0	10	2.81	10	0.0
12.	10	0.0	11	0.0	20	2.81	11	0.0
13.	11	0.0	12	0.0	6	1.40	12	0.0
14.	12	0.0	13	0.0	15	1.40	13	0.0
15.	13	0.0	14	0.0	17	1.40	14	0.0
16.	14	0.0	15	0.0	22	1.40	16	0.0
17.	16	0.0	16	0.0	23	1.40	17	0.0
18.	17	0.0	17	0.0	8	0.0	18	0.0
19.	18	0.0	18	0.0	12	0.0	19	0.0
20.	19	0.0	19	0.0	13	0.0	20	0.0
21.	21	0.0	20	0.0	14	0.0	21	0.0
22.	22	0.0	21	0.0	16	0.0	22	0.0
23.	23	0.0	22	0.0	18	0.0	23	0.0
24.	24	0.0	23	0.0	19	0.0	24	0.0
25.	25	0.0	24	0.0	24	0.0	25	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 3.3

FAMILY: BRIAN, FATHER AND MOTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	OT
*1.	1	37.0	1	55.0	1	47.0		
2.	15	29.72	7	12.72	9	12.76		
3.	4	16.21	2	10.90	21	10.63		
4.	5	16.21	5	10.90	2	8.51		
5.	2	10.81	9	10.90	3	8.51		
6.	14	10.81	11	9.04	22	8.51		
7.	20	8.40	16	7.27	4	6.38		
8.	21	8.40	3	5.45	15	6.38		
9.	25	8.10	8	5.45	7	4.25		
10.	23	5.40	21	5.45	8	4.25		
11.	24	5.40	13	3.63	11	4.25		
12.	11	2.70	15	3.63	14	4.25		
13.	12	2.70	22	3.63	16	4.25		
14.	13	2.70	25	3.63	20	4.25		
15.	19	2.70	4	1.81	5	2.12		
16.	22	2.70	6	1.81	6	2.12		
17.	3	0.0	14	1.81	13	2.12		
18.	6	0.0	20	1.81	19	2.12		
19.	7	0.0	1[illegible]	0.0	24	2.12		
20.	8	0.0	12	0.0	25	2.12		
21.	9	0.0	17	0.0	10	0.0		
22.	10	0.0	18	0.0	12	0.0		
23.	16	0.0	19	0.0	17	0.0		
24.	17	0.0	23	0.0	18	0.0		
25.	18	0.0	24	0.0	23	0.0		

Key:

C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

modified utterances to convey shared meaning. Observations of his verbal interactions indicated that Brian realized the need to request both father and mother to reconstruct their language forms to ensure that meaning was shared.

Family 4: Jake, Father, Mother and Brother

The majority of linguistic strategies which Jake used fell under Category 3: Gives information; 4: Acknowledges information and 5: Asks questions to clarify mearning intent. Categories 22: Statement which extends speaker's ideas; 23: Statement which rejects speaker's ideas; and 24: Statement which defends speaker's point of view. Also 23.14% of father's linguistic strategies were of Category 5: Asks questions to clarify mearning intention. Mother's predominant strategies fell under Category 5, 3 and 2. The use of other categories varied over Tasks 1, 2 and 3.

Family 5: Mealie, Father and Mother

The linguistic strategies used by Mealie's father fell under three Categories: 4, 5 and 23, whereas mother's strategies fell under Categories 2 and 25. This pattern indicated that father in this case acknowledged much of the information which Mealie shared to provide father with the feedback which indicated how Mealie thought about the interactive contexts. When those ideas were shared with father, however, they were rejected on the basis of father's need to clarify her ideas about the contexts to ensure that meaningful communication took place. Table 5, 5.1, 5.2 and 5.3 indicate the lack of use of Categories 17, 18, 19, 20, 21, 22, 23 and 24. This indicated that the rejection of Mealie's ideas was not necessarily meant to inhibit her thinking, but

TABLE 4

FAMILY: JAKE, FATHER, MOTHER AND BROTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C	F	M	C	C	F	M	C	C	F	M	OT
*1	108.0	127.0	53.0	77.0	106.0	108.0	96.0	93.0	97.0	91.0	77.0	37.0
2	35.18	11.02	24.52	6.49	0.94	6.48	3.12	2.15	5.15	5.49	6.49	5.40
3	13.88	13.38	13.20	10.38	59.07	9.25	8.33	45.16	36.08	14.28	10.38	32.43
4	14.81	12.59	9.43	14.28	8.33	12.03	12.49	6.45	15.46	9.89	14.28	0.0
5	4.62	16.53	9.43	31.16	0.94	23.14	19.79	8.50	9.27	10.98	31.16	16.21
6	4.71	17.32	0.0	5.19	1.85	15.74	10.41	4.30	0.0	5.49	0.0	0.0
7	0.94	5.51	22.64	17.79	7.40	17.59	16.66	7.52	7.21	35.16	31.16	10.81
8	1.88	10.23	0.0	0.0	0.0	6.48	3.12	0.0	0.0	2.19	5.19	0.0
9	1.88	5.51	1.88	2.59	3.70	6.48	3.12	0.0	0.0	5.19	0.0	0.0
10	0.0	0.0	1.88	1.29	0.94	0.0	1.04	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.78	1.88	1.29	0.0	0.0	1.04	0.0	0.0	0.0	0.0	0.0
13	0.94	0.0	3.77	6.39	0.94	0.0	2.08	1.07	0.0	1.09	0.0	0.0
14	0.0	1.57	3.77	2.59	0.0	0.0	2.08	1.07	0.0	1.09	0.0	0.0
15	2.83	3.14	3.77	5.19	6.60	0.92	4.16	0.0	6.18	1.09	2.59	10.81
16	0.0	0.0	0.0	1.29	4.71	0.92	2.08	1.07	3.09	2.19	1.29	2.70
17	1.88	1.57	1.88	7.79	0.0	0.0	7.29	0.0	0.0	0.0	0.0	0.0
18	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
19	0.0	0.0	0.0	1.29	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
20	3.77	0.78	1.88	2.59	0.94	0.0	0.0	2.15	5.15	3.29	7.79	13.51
21	1.88	0.78	0.0	7.79	0.0	0.92	3.12	4.30	4.12	4.39	5.19	2.70
22	0.0	0.78	0.0	1.29	0.0	0.0	2.08	1.07	0.0	0.0	0.0	0.0
23	1.88	0.78	0.0	5.19	0.0	0.0	0.0	2.15	2.06	0.0	1.29	0.0
24	1.88	0.78	0.0	0.0	0.94	0.0	0.0	2.15	2.06	2.19	0.0	2.70
25	0.94		0.0	5.19	4.71		3.12	6.45	4.12	1.09	5.19	13.51

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 4.1

FAMILY: JAKE, FATHER, MOTHER AND BROTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	108.0	1	127.0	1	53.0	1	77.0
2.	2	35.18	6	17.32	2	24.52	5	31.16
3.	4	14.81	5	16.53	7	22.64	7	17.79
4.	3	13.88	3	13.38	3	13.20	4	14.28
5.	6	4.71	4	12.59	4	9.43	3	10.38
6.	5	4.62	2	11.02	5	9.43	17	7.79
7.	20	3.77	8	10.23	13	3.77	21	7.79
8.	15	2.83	7	5.51	14	3.77	2	6.49
9.	8	1.88	9	5.51	15	3.77	13	6.39
10.	9	1.88	15	3.14	9	1.88	6	5.19
11.	17	1.88	14	1.57	10	1.88	15	5.19
12.	21	1.88	17	1.57	12	1.88	23	5.19
13.	23	1.88	12	0.78	17	1.88	25	5.19
14.	24	1.88	20	0.78	20	1.88	9	2.59
15.	7	0.94	21	0.78	6	0.0	14	2.59
16.	13	0.94	22	0.78	8	0.0	20	2.59
17.	25	0.94	23	0.78	11	0.0	10	1.29
18.	10	0.0	24	0.78	16	0.0	12	1.29
19.	11	0.0	10	0.0	18	0.0	16	1.29
20.	12	0.0	11	0.0	19	0.0	19	1.29
21.	14	0.0	13	0.0	21	0.0	22	1.29
22.	16	0.0	16	0.0	22	0.0	8	0.0
23.	18	0.0	18	0.0	23	0.0	11	0.0
24.	19	0.0	19	0.0	24	0.0	18	0.0
25.	22	0.0	25		25	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 4.2

FAMILY: JAKE, FATHER, MOTHER AND BROTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	106.0	1	108.0	1	96.0	1	93.0
2.	3	59.07	5	23.14	5	19.79	3	45.16
3.	4	8.33	7	17.59	7	16.66	5	8.50
4.	7	7.40	6	15.74	4	12.49	7	7.52
5.	15	6.60	4	12.03	6	10.41	4	6.45
6.	16	4.71	3	9.25	3	8.33	25	6.45
7.	25	4.71	2	6.48	17	7.29	6	4.30
8.	9	3.70	8	6.48	15	4.16	21	4.30
9.	6	1.85	9	6.48	2	3.12	2	2.15
10.	2	0.94	15	0.92	8	3.12	20	2.15
11.	5	0.94	16	0.92	9	3.12	23	2.15
12.	10	0.94	21	0.92	21	3.12	24	2.15
13.	13	0.94	10	0.0	25	3.12	13	1.07
14.	20	0.94	11	0.0	13	2.08	14	1.07
15.	24	0.94	12	0.0	14	2.08	16	1.07
16.	8	0.0	13	0.0	16	2.08	22	1.07
17.	11	0.0	14	0.0	22	2.08	8	0.0
18.	12	0.0	17	0.0	10	1.04	9	0.0
19.	14	0.0	18	0.0	12	1.04	10	0.0
20.	17	0.0	19	0.0	11	0.0	11	0.0
21.	18	0.0	20	0.0	18	0.0	12	0.0
22.	19	0.0	22	0.0	19	0.0	15	0.0
23.	21	0.0	23	0.0	20	0.0	17	0.0
24.	22	0.0	24	0.0	23	0.0	18	0.0
25.	23	0.0	25		24	0.0	19	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 4.3

FAMILY: JAKE, FATHER, MOTHER AND BROTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F —	CATEGORY	M —	CATEGORY	— OT
1.	1	97.0	1	91.0	1	77.0	1	37.0
2.	3	36.08	7	35.16	5	31.16	3	32.43
3.	4	15.46	3	14.28	7	31.16	5	16.21
4.	5	9.27	5	10.98	4	14.28	20	13.51
5.	7	7.21	4	9.89	3	10.38	25	13.51
6.	15	6.18	2	5.49	20	7.79	7	10.81
7.	2	5.15	6	5.49	2	6.49	15	10.81
8.	20	5.15	9	5.19	8	5.19	2	5.40
9.	21	4.12	21	4.39	21	5.19	16	2.70
10.	25	4.12	20	3.29	25	5.19	21	2.70
11.	16	3.09	8	2.19	15	2.59	24	2.70
12.	23	2.06	16	2.19	16	1.29	4	0.0
13.	24	2.06	24	2.19	23	1.29	6	0.0
14.	6	0.0	13	1.09	6	0.0	8	0.0
15.	8	0.0	14	1.09	9	0.0	9	0.0
16.	9	0.0	15	1.09	10	0.0	10	0.0
17.	10	0.0	25	1.09	11	0.0	11	0.0
18.	11	0.0	10	0.0	12	0.0	12	0.0
19.	12	0.0	11	0.0	13	0.0	13	0.0
20.	13	0.0	12	0.0	14	0.0	14	0.0
21.	14	0.0	17	0.0	17	0.0	17	0.0
22.	17	0.0	18	0.0	18	0.0	18	0.0
23.	18	0.0	19	0.0	19	0.0	19	0.0
24.	19	0.0	22	0.0	22	0.0	22	0.0
25.	22	0.0	23	0.0	24	0.0	23	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 5

FAMILY: MEALIE, FATHER AND MOTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C —	F	M —	C	C —	F	M —	C	C —	F —	M —	OT
*1	43.0	32.0	39.0	39.0	20.0	28.0	105.0	99.0	133.0	140.0	65.0	57.0
2	4.65	9.37	33.33	15.38	0.0	10.71	7.61	5.05	7.51	7.14	9.23	5.26
3	20.93	9.37	10.25	15.38	70.0	21.42	17.14	34.34	10.52	9.99	4.61	14.03
4	6.97	9.37	5.12	17.34	10.0	24.9	5.55	5.05	9.77		7.69	8.77
5	11.62	12.5	0.0	20.51	5.0	10.71	8.33	19.9	15.78	14.99	3.07	12.28
6	6.97	3.12	7.69	7.69	0.0	0.0	0.0	0.0	9.02	4.28	3.07	0.0
7	2.32	0.0	0.0	12.82	5.0	17.85	18.51	3.03	8.27	2.14	9.23	0.0
8	16.37	0.0	5.12	5.12	0.0	0.0	4.62	5.05	4.51	2.85	1.58	5.26
9	11.62	3.12	12.82	2.56	0.0	3.57	3.70	0.0	2.25	1.42	3.07	5.26
10	2.32	0.0	0.0	0.0	0.0	0.0	0.09	0.0	3.0	0.71	1.53	0.0
11	4.65	6.25	7.69	0.0	0.0	0.0	0.09	0.0	1.50	0.0	1.53	3.50
12	0.0	0.0	12.82	0.0	0.0	0.0	0.0	0.0	0.75	2.85	0.0	5.26
13	4.65	6.25	12.82	0.0	0.0	0.0	0.0	0.0	10.52	1.42	0.0	5.26
14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.55	0.71	1.53	0.0
15	0.0	6.25	0.0	0.0	0.0	0.0	1.85	7.07	0.75	9.99	1.53	3.50
16	0.0	0.0	0.0	0.0	0.0	0.0	1.85	0.0	1.50	2.14	1.53	1.75
17	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.01	2.25	1.42	1.53	1.75
18	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.75	0.71	3.07	0.0
19	0.0	3.12	0.0	0.0	0.0	0.0	0.0	0.0	1.50	1.42	1.53	0.0
20	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.75	3.57	4.61	7.01
21	0.0	3.12	0.0	0.0	0.0	0.0	0.0	1.01	3.75	3.57	1.53	3.50
22	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.25	2.14	6.15	0.0
23	0.0	15.62	0.0	0.0	0.0	0.0	0.09	2.02	1.50	1.42	7.69	5.26
24	2.32	6.25	0.0	0.0	0.0	0.0	0.0	6.06	1.50	1.42	1.53	5.26
25	4.65	6.25	7.69	5.12	0.0	0.0	25.9	7.07	5.26	1.42	21.53	0.0

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 5.1

FAMILY: MEALIE, FATHER AND MOTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	43.0	1	32.0	1	39.0	1	39.0
2.	3	20.93	23	15.62	2	33.33	5	20.51
3.	8	16.37	5	12.5	9	12.82	4	17.34
4.	5	11.62	2	9.37	12	12.82	2	15.38
5.	9	11.62	3	9.37	13	12.82	3	15.38
6.	4	6.97	4	9.37	3	10.25	7	12.82
7.	6	6.97	11	6.25	6	7.69	6	7.69
8.	2	4.65	13	6.25	11	7.69	8	5.12
9.	11	4.65	15	6.25	25	7.69	25	5.12
10.	13	4.65	24	6.25	4	5.12	9	2.56
11.	25	4.65	25	6.25	8	5.12	10	0.0
12.	7	2.32	6	3.12	5	0.0	11	0.0
13.	10	2.32	9	3.12	7	0.0	12	0.0
14.	24	2.32	19	3.12	10	0.0	13	0.0
15.	12	0.0	21	3.12	14	0.0	14	0.0
16.	14	0.0	7	0.0	15	0.0	15	0.0
17.	15	0.0	8	0.0	16	0.0	16	0.0
18.	16	0.0	10	0.0	17	0.0	17	0.0
19.	17	0.0	12	0.0	18	0.0	18	0.0
20.	18	0.0	14	0.0	19	0.0	19	0.0
21.	19	0.0	16	0.0	20	0.0	20	0.0
22.	20	0.0	17	0.0	21	0.0	21	0.0
23.	21	0.0	18	0.0	22	0.0	22	0.0
24.	22	0.0	20	0.0	23	0.0	23	0.0
25.	23	0.0	22	0.0	24	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 5.2

FAMILY: MEALIE, FATHER AND MOTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	20.0	1	28.0	1	105.0	1	99.0
2.	3	70.0		24.9	25	25.9	3	34.34
3.	4	10.0	3	21.42	7	18.51	5	19.9
4.	5	5.0	7	17.85	3	17.14	15	7.07
5.	7	5.0	2	10.71	5	8.33	25	7.07
6.	2	0.0	5	10.71	2	7.61	24	6.06
7.	6	0.0	9	3.57	4	5.55	2	5.05
8.	8	0.0	6	0.0	8	4.62	4	5.05
9.	9	0.0	8	0.0	9	3.70	8	5.05
10.	10	0.0	10	0.0	15	1.85	7	3.03
11.	11	0.0	11	0.0	16	1.85	23	2.02
12.	12	0.0	12	0.0	10	0.09	17	1.01
13.	13	0.0	13	0.0	11	0.09	21	1.01
14.	14	0.0	14	0.0	23	0.09	6	0.0
15.	15	0.0	15	0.0	6	0.0	9	0.0
16.	16	0.0	16	0.0	12	0.0	10	0.0
17.	17	0.0	17	0.0	13	0.0	11	0.0
18.	18	0.0	18	0.0	14	0.0	12	0.0
19.	19	0.0	19	0.0	17	0.0	13	0.0
20.	20	0.0	20	0.0	18	0.0	14	0.0
21.	21	0.0	21	0.0	19	0.0	16	0.0
22.	22	0.0	22	0.0	20	0.0	18	0.0
23.	23	0.0	23	0.0	21	0.0	19	0.0
24.	24	0.0	24	0.0	22	0.0	20	0.0
25.	25	0.0	25	0.0	24	0.0	22	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 5.3

FAMILY: MEALIE, FATHER AND MOTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F —	CATEGORY	M —	CATEGORY	OT
1.	1	133.0	1	140.0	1	65.0	1	57.0
2.	5	15.78	5	14.99	25	21.53	3	14.03
3.	3	10.52	3	9.99	2	9.23	5	12.28
4.	13	10.52	15	9.99	7	9.23	4	8.77
5.	4	9.77	2	7.14	4	7.69	20	7.01
6.	6	9.02	6	4.28	23	7.69	2	5.26
7.	7	8.27	20	3.57	22	6.15	8	5.26
8.	2	7.51	21	3.57	3	4.61	9	5.26
9.	25	5.26	8	2.85	20	4.61	12	5.26
10.	8	4.51	12	2.85	5	3.07	13	5.26
11.	20	3.75	7	2.14	6	3.07	23	5.26
12.	21	3.75	16	2.14	9	3.07	24	5.26
13.	10	3.0	22	2.14	18	3.07	11	3.50
14.	14	2.55	9	1.42	8	1.58	15	3.50
15.	9	2.25	13	1.42	10	1.53	21	3.50
16.	17	2.25	17	1.42	11	1.53	16	1.75
17.	22	2.25	19	1.42	14	1.53	17	1.75
18.	11	1.50	23	1.42	15	1.53	6	0.0
19.	16	1.50	24	1.42	16	1.53	7	0.0
20.	19	1.50	25	1.42	17	1.53	10	0.0
21.	23	1.50	10	0.71	19	1.53	14	0.0
22.	24	1.50	14	0.71	21	1.53	18	0.0
23.	12	0.75	18	0.71	24	1.53	19	0.0
24.	15	0.75	4	0.0	12	0.0	22	0.0
25.	18	0.75	11	0.0	13	0.0	25	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

to focus on the differences of participant's ideas.

Family 6: Vanny, Father, Mother and Brother

Table 6 indicates the minimal use which was made of more than 45% of the categories. Father's linguistic strategies nevertheless fell under Categories 3, 5 and 7 as in the foregoing subjects. Tables 6.1, 6.2 and 6.3 indicate that although a greater variety of the twenty-five categories were not used by father and mother in this family, those which were utilized were nonetheless focused on positively communicating meaning to the young child. Mother also utilized less than 75% of the varied linguistic strategies. However, the pattern of using Category 3: Gives information extensively was consistent with mothers in other families.

Family 7: Ranny, Father and Mother

In this family father and Ranny shared responsibility for directing each other's actions to influence thinking about the interactive context. Category 25 was utilized as highest choice of strategy to share knowledge and meaning. Both father and Ranny used the negative strategies least. This reflected consistency of effective communication since there was no need to reject each other's ideas or to engage most of the communication period to defend points of view. The joint establishing of the mearning of the context facilitated Well's concept of intersubjectivity.

Family 8: Nicky, Father and Mother

In this family, father's dominant linguistic strategies were Categories 3 and 25. However, each member , father, mother and child all utilized Category 3: Gives information more than any other Category.

TABLE 6

FAMILY: VANNY, FATHER, MOTHER AND BROTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C —	F	M —	C	C —	F	M —	C	C —	F —	M —	OT
*1	77.0	61.0	40.0	52.0	77.0	82.0	49.0	45.0	28.0	53.0	14.0	30.0
2	2.59	0.0	0.0	3.8	0.0	0.0	0.0	0.0	7.89	20.7	14.2	0.0
3	14.2	60.6	20.0	53.8	27.2	23.17	51.02	37.7	28.9	26.4	14.2	49.9
4	12.9	22.9	17.5	15.38	49.3	8.53	12.2	3.1	5.26	9.43	21.4	16.6
5	31.1	8.19	35.0	9.61	2.59	18.29	22.4	15.5	7.89	9.43	0.0	6.66
6	10.38	0.0	0.0	0.0	1.29	15.8	4.08	0.0	2.63	0.0	14.2	0.0
7	18.18	0.0	17.5	3.5	2.59	26.8	6.12	0.0	7.89	5.66	14.2	9.99
8	6.49	0.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0	1.88		0.0
9	0.0	0.0	0.0	1.9	0.0	1.21	0.0	0.0	7.89	0.0		0.0
10	0.0	0.0	0.0	0.0	0.0	0.0	4.08	0.0	0.0	0.0		0.0
11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0
12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
15	2.49	11.4	0.0	9.61	6.49	0.0	6.12	26.6	7.89	1.88	0.0	0.0
16	0.0	0.0	0.0		2.59	1.27	6.12	0.0	0.0	7.54	7.1	6.66
17	0.0	0.0	0.0		1.29	0.0	0.0	0.0	0.0	7.54	14.2	0.0
18	0.0	0.0	0.0		0.0	0.0	0.0	0.0	2.63	0.0	0.0	0.0
19	0.0	0.0	0.0		0.0	0.0	0.0	0.0	2.63	0.0	0.0	0.0
20	0.0	0.0	0.0		6.49	0.0	0.0	0.0	0.0	1.88	0.0	0.0
21	0.0	0.0	0.0		0.0	0.0	2.04	0.0	0.0	0.0	0.0	9.99
22	0.0	0.0	0.0		1.29	0.0	2.04	0.0	2.63	0.0	0.0	0.0
23	0.0	0.0	0.0		0.0	0.0	2.04	2.22	5.26	3.77	0.0	0.0
24	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	1.88	0.0	0.0
25	0.0		7.5	1.9	0.0	17.07	2.04	0.0	0.0	1.88	0.0	0.0

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 6.1

FAMILY: VANNY, FATHER, MOTHER AND BROTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	77.0	1	61.0	1	40.0	1	52.0
2.	5	31.1	3	60.6	5	35.0	3	53.8
3.	7	18.18	4	22.9	3	20.0	4	15.38
4.	3	14.2	15	11.4	4	17.5	5	9.61
5.	4	12.9	5	8.19	7	17.5	15	9.61
6.	6	10.38	2	0.0	25	7.5	2	3.8
7.	8	6.49	6	0.0	8	2.5	7	3.5
8.	2	2.59	7	0.0	2	0.0	9	1.9
9.	15	2.49	8	0.0	6	0.0	25	1.9
10.	9	0.0	9	0.0	9	0.0	6	0.0
11.	10	0.0	10	0.0	10	0.0	8	0.0
12.	11	0.0	11	0.0	11	0.0	10	0.0
13.	12	0.0	12	0.0	12	0.0	11	0.0
14.	13	0.0	13	0.0	13	0.0	12	0.0
15.	14	0.0	14	0.0	14	0.0	13	0.0
16.	16	0.0	16	0.0	15	0.0	14	0.0
17.	17	0.0	17	0.0	16	0.0	16	0.0
18.	18	0.0	18	0.0	17	0.0	17	0.0
19.	19	0.0	19	0.0	18	0.0	18	0.0
20.	20	0.0	20	0.0	19	0.0	19	0.0
21.	21	0.0	21	0.0	20	0.0	20	0.0
22.	22	0.0	22	0.0	21	0.0	21	0.0
23.	23	0.0	23	0.0	22	0.0	22	0.0
24.	24	0.0	24	0.0	23	0.0	23	0.0
25.	25	0.0	25	0.0	24	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 6.2

FAMILY: VANNY, FATHER, MOTHER AND BROTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	77.0	1	82.0	1	49.0	1	45.0
2.	4	49.3	7	26.8	3	51.02	3	37.7
3.	3	27.2	3	23.17	5	22.4	15	26.6
4.	15	6.49	5	18.29	4	12.2	5	15.5
5.	20	6.49	25	17.07	7	6.12	4	3.1
6.	5	2.59	6	15.8	15	6.12	23	2.22
7.	7	2.59	4	8.53	16	6.12	2	0.0
8.	16	2.59	16	1.27	6	4.08	6	0.0
9.	6	1.29	9	1.21	10	4.08	7	0.0
10.	17	1.29	2	0.0	21	2.04	8	0.0
11.	22	1.29	8	0.0	22	2.04	9	0.0
12.	2	0.0	10	0.0	23	2.04	10	0.0
13.	8	0.0	11	0.0	25	2.04	11	0.0
14.	9	0.0	12	0.0	2	0.0	12	0.0
15.	10	0.0	13	0.0	8	0.0	13	0.0
16.	11	0.0	14	0.0	9	0.0	14	0.0
17.	12	0.0	15	0.0	11	0.0	16	0.0
18.	13	0.0	17	0.0	12	0.0	17	0.0
19.	14	0.0	18	0.0	13	0.0	18	0.0
20.	18	0.0	19	0.0	14	0.0	19	0.0
21.	19	0.0	20	0.0	17	0.0	20	0.0
22.	21	0.0	21	0.0	18	0.0	21	0.0
23.	23	0.0	22	0.0	19	0.0	22	0.0
24.	24	0.0	23	0.0	20	0.0	24	0.0
25.	25	0.0	24	0.0	24	0.0	25	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 6.3

FAMILY: VANNY, FATHER, MOTHER AND BROTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	OT
1.	1	38.0	1	53.0	1	14.0	1	30.0
2.	3	28.9	3	26.4	4	21.4	3	49.9
3.	2	7.89	2	20.7	2	14.2	4	16.6
4.	5	7.89	4	9.43	3	14.2	7	9.99
5.	7	7.89	5	9.43	6	14.2	21	9.99
6.	9	7.89	16	7.54	7	14.2	5	6.66
7.	15	7.89	17	7.54	17	14.2	16	6.66
8.	4	5.26	7	5.66	16	7.1	2	0.0
9.	23	5.26	23	3.77	5	0.0	6	0.0
10.	6	2.63	8	1.88	8	0.0	8	0.0
11.	18	2.63	15	1.88	9	0.0	9	0.0
12.	19	2.63	20	1.88	10	0.0	10	0.0
13.	22	2.63	24	1.88	11	0.0	11	0.0
14.	8	0.0	25	1.88	12	0.0	12	0.0
15.	10	0.0	6	0.0	13	0.0	13	0.0
16.	11	0.0	9	0.0	14	0.0	14	0.0
17.	12	0.0	10	0.0	15	0.0	15	0.0
18.	13	0.0	11	0.0	18	0.0	17	0.0
19.	14	0.0	12	0.0	19	0.0	18	0.0
20.	16	0.0	13	0.0	20	0.0	19	0.0
21.	17	0.0	14	0.0	21	0.0	20	0.0
22.	20	0.0	18	0.0	22	0.0	22	0.0
23.	21	0.0	19	0.0	23	0.0	23	0.0
24.	24	0.0	21	0.0	24	0.0	24	0.0
25.	25	0.0	22	0.0	25	0.0	25	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 7

FAMILY: RANNY, FATHER AND MOTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M - C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C	F	M	C	C	F	M	C	C	F	M	OT
*1	64.0	97.0	65.0	63.0	80.0	110.0	45.0	110.0	78.0	96.0	50.0	
2	6.25	1.03	12.3	7.93	2.5	11.8	11.1	11.8	6.41	2.08	6.0	
3	3.43	16.4	18.46	36.5	20.0	16.3	33.3	16.36	19.23	5.20	16.0	
4	5.25	14.4	10.7	12.6	13.7	3.6	11.1	3.6	15.38	10.4	16.0	
5	1.8	9.27	10.7	14.28	10.0	3.6	15.5	3.6	2.56	15.6	6.0	
6	0.0	0.0	21.5	0.0	0.0	8.18	6.66	8.18	0.0	15.6	2.0	
7	6.25	14.4	3.07	3.17	15.0	7.27	6.66	7.27	3.84	8.33	12.0	
8	0.0	6.18	3.07	0.0	0.0	7.27	2.22	7.21	2.56	8.33	0.0	
9	7.81	1.03	0.0	6.34	2.5	6.36	0.0	6.36	3.84	5.20	4.0	
10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.08	2.0	
11	0.0	1.03	0.0	0.0	1.25	2.72	0.0	2.72	8.37	11.45	6.0	
12	.56	1.03	1.03	1.58	0.0	0.0	0.0	0.0	0.0	1.04	2.0	
13	0.0	1.03	0.0	0.0	11.25	2.72	2.22	2.72	10.25	2.08	0.0	
14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.45	2.56	0.0	4.0	
15	9.37	4.12	3.07	4.70	20.0	0.0	4.44	0.0	2.56	6.24	8.0	
16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.12	4.0	
17	1.56	1.03	1.53	1.58	2.5	3.6	0.0	3.6	6.41	7.29	8.0	
18	0.0	0.0	0.0	0.0	0.0	2.72		5.45	0.0	0.0	0.0	
19		0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.12	0.0	6.0	
20	1.56	1.03	1.03	3.17	3.75	1.8	2.22	1.81	1.28	0.0	4.0	
21	0.0	0.0	0.0	3.17	2.5	1.8	0.0	1.81	3.84	0.0	4.0	
22	4.68	0.0	0.0	0.0	0.0	8.18	0.0	8.18	0.0	3.12	8.0	
23	0.0	0.0	0.0	0.0	2.5	0.0	2.22	0.0	0.0	0.0	0.0	
24	0.0	0.0	0.0	1.58	2.5	0.0	0.0	0.0	3.84	2.08	4.0	
25	14.06	18.5	0.0	1.50	2.5	4.5	2.22	4.54	1.28	0.0	0.0	

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 7.1

FAMILY: RANNY, FATHER AND MOTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	64.0	1	97.0	1	65.0	1	63.0
2.	25	14.06	25	18.5	6	21.5	3	36.5
3.	15	9.37	3	16.4	3	18.46	5	14.28
4.	9	7.81	4	14.4	2	12.3	4	12.6
5.	2	6.25	7	14.4	4	10.7	2	7.93
6.	7	6.25	5	9.27	5	10.7	9	6.34
7.	4	5.25	8	6.18	7	3.07	15	4.70
8.	22	4.68	15	4.12	8	3.07	7	3.17
9.	3	3.43	2	1.03	15	3.07	20	3.17
10.	5	1.8	9	1.03	17	1.53	21	3.17
11.	17	1.56	11	1.03	12	1.03	12	1.58
12.	20	1.56	12	1.03	20	1.03	17	1.58
13.	12	.56	13	1.03	9	0.0	24	1.58
14.	6	0.0	17	1.03	10	0.0	25	1.50
15.	8	0.0	20	1.03	11	0.0	6	0.0
16.	10	0.0	6	0.0	13	0.0	8	0.0
17.	11	0.0	10	0.0	14	0.0	10	0.0
18.	13	0.0	14	0.0	16	0.0	11	0.0
19.	14	0.0	16	0.0	18	0.0	13	0.0
20.	16	0.0	18	0.0	19	0.0	14	0.0
21.	18	0.0	19	0.0	21	0.0	16	0.0
22.	19	0.0	21	0.0	22	0.0	18	0.0
23.	21	0.0	22	0.0	23	0.0	19	0.0
24.	23	0.0	23	0.0	24	0.0	22	0.0
25.	24	0.0	24	0.0	25	0.0	23	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 7.2

FAMILY: RANNY, FATHER AND MOTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	80.0	1	110.0	1	45.0	1	110.0
2.	3	20.0	3	16.3	3	33.3	3	16.36
3.	15	20.0	2	11.8	5	15.5	2	11.8
4.	7	15.0	6	8.18	2	11.1	6	8.18
5.	4	13.7	22	8.18	4	11.1	22	8.18
6.	13	11.25	7	7.27	6	6.66	7	7.27
7.	5	10.0	8	7.27	7	6.66	8	7.21
8.	20	3.75	9	6.36	15	4.44	9	6.36
9.	2	2.5	25	4.5	8	2.22	14	5.45
10.	9	2.5	4	3.6	13	2.22	18	5.45
11.	17	2.5	5	3.6	20	2.22	25	4.54
12.	21	2.5	17	3.6	23	2.22	4	3.6
13.	23	2.5	11	2.72	25	2.22	5	3.6
14.	24	2.5	13	2.72	9	0.0	17	3.6
15.	25	2.5	18	2.72	10	0.0	11	2.72
16.	11	1.25	20	1.8	11	0.0	13	2.72
17.	6	0.0	21	1.8	12	0.0	20	1.81
18.	8	0.0	10	0.0	14	0.0	21	1.81
19.	10	0.0	12	0.0	16	0.0	10	0.0
20.	12	0.0	14	0.0	17	0.0	12	0.0
21.	14	0.0	15	0.0	18	0.0	15	0.0
22.	16	0.0	16	0.0	19	0.0	16	0.0
23.	18	0.0	19	0.0	21	0.0	19	0.0
24.	19	0.0	23	0.0	22	0.0	23	0.0
25.	22	0.0	24	0.0	24	0.0	24	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 7.3

FAMILY: RANNY, FATHER AND MOTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C	—	CATEGORY	F	—	CATEGORY	M	—	CATEGORY	OT
1.	1	78.0		1	96.0		1	50.0			
2.	3	19.23		5	15.6		3	16.0			
3.	4	15.38		6	15.6		4	16.0			
4.	13	10.25		11	11.45		7	12.0			
5.	11	8.37		4	10.4		15	8.0			
6.	2	6.41		7	8.33		17	8.0			
7.	17	6.41		8	8.33		22	8.0			
8.	19	5.12		17	7.29		2	6.0			
9.	7	3.84		15	6.24		5	6.0			
10.	9	3.84		3	5.20		11	6.0			
11.	21	3.84		9	5.20		19	6.0			
12.	24	3.84		16	3.12		9	4.0			
13.	5	2.56		22	3.12		14	4.0			
14.	8	2.56		2	2.08		16	4.0			
15.	14	2.56		10	2.08		20	4.0			
16.	15	2.56		13	2.08		21	4.0			
17.	20	1.28		24	2.08		24	4.0			
18.	25	1.28		12	1.04		6	2.0			
19.	6	0.0		14	0.0		10	2.0			
20.	10	0.0		18	0.0		12	2.0			
21.	12	0.0		19	0.0		8	0.0			
22.	16	0.0		20	0.0		13	0.0			
23.	18	0.0		21	0.0		18	0.0			
24.	22	0.0		23	0.0		23	0.0			
25.	23	0.0		25	0.0		25	0.0			

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 8

FAMILY: NICKY, FATHER AND MOTHER

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

	TASK 1				TASK 2				TASK 3			
CATEGORY	C —	F	M —	C	C —	F	M —	C	C —	F —	M —	OT
* 1	80.0	110.0	45.0	110.0	64.0	97.0	65.0	63.0	78.0	96.0	50.0	
2	2.5	11.8	11.1	11.8	6.25	1.08	12.30	7.93	6.41	2.08	6.0	
3	20.0	16.3	33.3	16.36	23.43	16.4	18.46	36.5	19.23	5.20	16.0	
4	13.7	3.6	11.1	3.6	6.25	14.4	10.7	12.6	15.38	8.32	14.0	
5	10.0	3.6	15.5	3.6	21.8	9.27	10.7	14.28	2.56	15.6	6.0	
6	0.0	8.18	6.66	8.18	0.0	0.0	21.5	0.0	0.0	15.6	2.0	
7	15.0	7.27	6.66	7.27	6.25	14.4	3.07	3.17	3.84	8.33	12.0	
8	0.0	7.27	2.22	7.27	0.0	6.18	3.07	0.0	2.56	8.33	0.0	
9	2.5	6.36	0.0	6.36	7.81	1.03	0.0	6.34	3.84	5.20	4.0	
10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.08	2.0	
11	1.25	2.72	0.0	2.72	0.0	1.03	0.0	0.0	8.37	11.45	6.0	
12	0.0	0.0	0.0	0.0	1.56	1.03	1.03	1.58	0.0	1.04	2.0	
13	11.25	2.72	2.22	2.72	0.0	1.03	0.0	0.0	10.25	2.08	0.0	
14	0.0	0.0	0.0	5.45	0.0	0.0	0.0	0.0	2.56	0.0	4.0	
15	20.0	0.0	4.44	0.0	9.37	4.12	3.07	4.76	2.56	6.24	8.0	
16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.12	4.0	
17	2.5	3.6	0.0	3.6	1.56	1.03	1.53	1.58	6.41	7.29	8.0	
18	0.0	2.72	0.0	5.45	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
19	0.0	0.0	0.0	0.0		0.0	0.0	0.0	5.12	0.0	6.0	
20	3.75	1.8	2.22	1.81	1.56	1.03	1.03	3.17	1.28	2.08	4.0	
21	2.5	1.8	0.0	1.81	0.0	0.0	0.0	3.17	3.84	0.0	4.0	
22	0.0	8.18	0.0	8.18	4.68	0.0	0.0	0.0	0.0	3.12	8.0	
23	2.5	0.0	2.22	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
24	2.5	0.0	0.0	0.0	0.0	0.0	0.0	1.58	3.84	2.08	4.0	
25	2.5	4.5	2.22	4.54	14.06	18.5	0.0	1.58	1.28	0.0	0.0	

* Category 1 in each table represents the total number of utterances used by each subject in Task 1, 2, 3. The representation of this category in the form of the raw data was preferred, to facilitate discussion in the qualitative section of this study.

TABLE 8.1

FAMILY: NICKY, FATHER AND MOTHER

TASK 1

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	80.0	1	110.0	1	45.0	1	110.0
2.	3	20.0	3	16.3	3	33.3	3	16.36
3.	15	20.0	2	11.8	5	15.5	2	11.8
4.	7	15.0	6	8.18	2	11.1	6	8.18
5.	4	13.7	22	8.18	4	11.1	22	8.18
6.	13	11.25	7	7.27	6	6.66	7	7.27
7.	5	10.0	8	7.27	7	6.66	8	7.27
8.	20	3.75	9	6.36	15	4.44	9	6.36
9.	2	2.5	25	4.5	8	2.22	14	5.45
10.	9	2.5	4	3.6	13	2.22	18	5.45
11.	17	2.5	5	3.6	20	2.22	25	4.54
12.	21	2.5	17	3.6	23	2.22	4	3.6
13.	23	2.5	11	2.72	25	2.22	5	3.6
14.	24	2.5	13	2.72	9	0.0	17	3.6
15.	25	2.5	18	2.72	10	0.0	11	2.72
16.	11	1.25	20	1.8	11	0.0	13	2.72
17.	6	0.0	21	1.8	12	0.0	20	1.81
18.	8	0.0	10	0.0	14	0.0	21	1.81
19.	10	0.0	12	0.0	16	0.0	10	0.0
20.	12	0.0	14	0.0	17	0.0	12	0.0
21.	14	0.0	15	0.0	18	0.0	15	0.0
22.	16	0.0	16	0.0	19	0.0	16	0.0
23.	18	0.0	19	0.0	21	0.0	19	0.0
24.	19	0.0	23	0.0	22	0.0	23	0.0
25.	22	0.0	24	0.0	24	0.0	24	0.0

Key:

C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 8.2

FAMILY: NICKY, FATHER AND MOTHER

TASK 2

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F	CATEGORY	M —	CATEGORY	C
1.	1	64.0	1	97.0	1	65.0	1	63.0
2.	3	23.43	25	18.5	6	21.5	3	36.5
3.	5	21.8	3	16.4	3	18.46	5	14.28
4.	25	14.06	4	14.4	2	12.30	4	12.6
5.	15	9.37	7	14.4	4	10.7	2	7.93
6.	9	7.81	5	9.27	5	10.7	9	6.34
7.	2	6.25	8	6.18	7	3.07	15	4.76
8.	4	6.25	15	4.12	8	3.07	7	3.17
9.	7	6.25	2	1.08	15	3.07	20	3.17
10.	22	4.68	9	1.03	17	1.53	21	3.17
11.	12	1.56	11	1.03	12	1.03	12	1.58
12.	17	1.56	12	1.03	20	1.03	17	1.58
13.	20	1.56	13	1.03	9	0.0	24	1.58
14.	6	0.0	17	1.03	10	0.0	25	1.58
15.	8	0.0	20	1.03	11	0.0	6	0.0
16.	10	0.0	6	0.0	13	0.0	8	0.0
17.	11	0.0	10	0.0	14	0.0	10	0.0
18.	13	0.0	14	0.0	16	0.0	11	0.0
19.	14	0.0	16	0.0	18	0.0	13	0.0
20.	16	0.0	18	0.0	19	0.0	14	0.0
21.	18	0.0	19	0.0	21	0.0	16	0.0
22.	19	0.0	21	0.0	22	0.0	18	0.0
23.	21	0.0	22	0.0	23	0.0	19	0.0
24.	23	0.0	23	0.0	24	0.0	22	0.0
25.	24	0.0	24	0.0	25	0.0	23	0.0

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

TABLE 8.3

FAMILY: NICKY, FATHER AND MOTHER

TASK 3

PERCENTAGES OF LINGUISTIC STRATEGIES USED BY CHILD-FATHER AND MOTHER-CHILD DYADS

RANK	CATEGORY	C —	CATEGORY	F —	CATEGORY	M —	CATEGORY	OT
1.	1	78.0	1	96.0	1	50.0		
2.	3	19.23	5	15.6	3	16.0		
3.	4	15.38	6	15.6	4	14.0		
4.	13	10.25	11	11.45	7	12.0		
5.	11	8.37	7	8.33	15	8.0		
6.	2	6.41	8	8.33	17	8.0		
7.	17	6.41	4	8.32	22	8.0		
8.	19	5.12	17	7.29	2	6.0		
9.	7	3.84	15	6.24	5	6.0		
10.	9	3.84	3	5.20	11	6.0		
11.	21	3.84	9	5.20	19	6.0		
12.	24	3.84	16	3.12	9	4.0		
13.	5	2.56	22	3.12	14	4.0		
14.	8	2.56	2	2.08	16	4.0		
15.	14	2.56	10	2.08	20	4.0		
16.	15	2.56	13	2.08	21	4.0		
17.	20	1.28	20	2.08	24	4.0		
18.	25	1.28	24	2.08	6	2.0		
19.	6	0.0	12	1.04	10	2.0		
20.	10	0.0	14	0.0	12	2.0		
21.	12	0.0	18	0.0	8	0.0		
22.	16	0.0	19	0.0	13	0.0		
23.	18	0.0	21	0.0	18	0.0		
24.	22	0.0	23	0.0	23	0.0		
25.	23	0.0	25	0.0	25	0.0		

Key:
C - F = Child - Father Dyad
M _ C = Mother - Child Dyad
C - F - M - OT = Child - Father - Mother - Other Family Members
1 - 25 = Linguistic Categories

However, as in previous families mother once again used Category 3 almost 50% more than father did. The least used Categories 22, 23, 24 and 25 were found in each of the three participant's responses. More than 60% of the linguistic strategies were utilized by all members of this family.

Generally it has been observed that fathers used more positive linguistic strategies to communicate through the interactive-constitutive process than mothers did in all families. The range of differences in use between fathers' and mothers' use however, was quite minimal over the three tasks. These results verified the assumption that fathers make as crucial contributions towards the development of their young children's language development.

THE QUESTIONNAIRES

An exemplary response of 100% return of completed questionnaires were received from fathers and mothers. Specifically, two areas were selected from parent's responses from the questionnaires to complement the qualitative areas of discussion. The two areas were a) attitude to the preference of development of the structural aspects of language; and b) attitudes to the preference of development of the semantic aspects of language.

The responses categorized in the foregoing areas were summarized in the following:

	a) Development of Structure	b) Development of Semantics: Meaning
Fathers	12.5%	87.5%
Mothers	25 %	75 %

The foregoing quantitative representation reflected that more parents consciously identified their role as developing the meanings underlying their children's language structure. However, it was observed that unconsciously, 17% of those mothers and 3% of fathers who so indicated, focused equal attention on the correctness of forms: structure. This exemplifies the discrepancy between the role some parents, like teachers, perceive themselves to perform and what they actually perform. This discrepancy did not, however, remove their greater focus on the development of meaning underlying their children's language.

THE LOGS

No quantitative representation is presented of the responses from the logs which parents completed. This was mainly due to the highly divergent nature of the responses. However, the content of these logs have been largely utilized to complement the qualitative discussion of the interactive-constitutive process through which these parents influenced the development of their children's language.

QUALITATIVE ANALYSIS

The view taken by the researcher in presenting the findings is that the phenomenon of language does not lend itself to understanding the quality of interactions and meaning through quantitative analysis only. Since the quality of the contributions made by fathers would not be adequately captured by a quantitative representation, then the need to discuss these interactions qualitatively becomes imperative. The following qualitative analysis therefore seeks to highlight the quality and implications of use of strategies by fathers as they interacted with their children.

This second section of discussion presents an analysis of the types of interactions among child-subjects and fathers, child-subjects and mothers, and child-subjects among the entire family in the eight situations. The discussion is substantiated by excerpts from the collected data wherever this is ncessary and is described in five sections which answer the following questions.

1. What is learnt from fathers' language patterns?
2. What linguistic strategies do fathers use to share information and meaning with young children?
3. What linguistic strategies did fathers use to create new contexts?
4. How do young children use language to cope with participant asymmetry?
5. What aspects of the conventions of language as interaction for communicating and thinking did fathers capitalize on to facilitate language development?

This section of discussion reflects the view of research held by the researcher, that the presentation of research findings through one format, for example, statistical representation, necessitates the exclusion of important details which are better presented in other formats. As a result, this section presents an approach of complementarity of analysis in order to reflect the importance of both the quantitative and qualitative findings.

General Discussion

The recorded responses across families and across tasks indicated that fathers, as well as mothers, encouraged the tacit use of language.

That is, their verbal interactions with the young child was constantly related to use, as reflected in the responses in the completed questionnaires, and not to rules whereby they taught the young language learners the structural aspects of the language system of their homes separately from the semantic aspects, or underlying meanings which those structures hold for the family. The process of language development in homes then represented an active, self-motivated and generative process, changing the use of linguistic strategies to elicit types of language structures appropriate to each interactive context.

Fathers, as well as mothers have demonstrated the understanding that language is closely related to talking and doing, and that the younger the child the more this need exists. As a result, fathers and mothers regulated and modified their language structures to ensure that the focus of talk was on meaning and not structure across tasks. Almost always, the focus of talk was on the meaning of the ideas discussed. The general attitude of fathers and mothers in this study, to varying extents, is captured in Lewis Carroll's "Alice" as she defends her idea about the need to talk in the presence of the Red Queen,

> Everything was happening so oddly that she didn't feel a bit surprised at finding the Red Queen and the White Queen sitting close to her, one on each side. She would have liked very much to ask them how they came there, but feared it would not be quite civil. However, there would be no harm, she thought, in asking if the game was over. "Please, would you tell me -" she began, looking timidly at the Red Queen. "Speak when you're spoken to!" the Queen sharply interrupted her. (p.195)

To which Alice replied,

> "But if everybody obeyed that rule," said Alice, who was always ready for a little

> argument, "and if you only spoke when you were spoken to, and the other person always waited for you to begin, you see, nobody would ever say anything.". (p.196)

Paraphrased, Alice believed that it was through talking that people got things clarified about the world around them. This idea was manifested by the fathers and mothers in this study: that it is through talking that young children learn about their language and its underlying meanings. What kinds of learning then did fathers encourage their young children to learn about their language and meaning from the given tasks?

Logical Thinking

Generally, fathers acknowledged the young child's need to think in relation to his or her personal experiences. For example, as father and Vanny read the story Caps For Sale, Vanny followed the text in relation to the illustrations. To her, it seemed traumatic and unnecessary that the peddler should transport that many caps on his head, so she interrupts her father's reading to ask "Where's his car? Where's the car?". To this father replied, "In the time when he had to sell his caps there were no cars.". Vanny replied, "Oh. That's why.". Vanny's last utterance seems structurally incomplete to convey a meaningful idea. Nevertheless, father recognized that he had satisfied Vanny's curiosity. Father interpreted, not Vanny's incorrect forms, but the underlying meaning which those forms represented and provided a reply which also conveyed meaning in a completely structured utterance. From father's reply, Vanny was given the opportunity to acquire the structure which expressed an idea, while she simultaneously experienced the meaning of the structure. Father therefore supplied explicitly, the language for Vanny's implicit thinking.

Associative Thinking

Young children constantly seek to make sense of new experiences. One of the ways by which they do this is to match pieces of their past experiences to the new experiences in order to clarify their thinking. In this study fathers encouraged this clarification of thinking by confirming the associations which children made between past and present experiences, or denied them and gave alternative reasons for doing so. The following example exemplifies this.

Context: Story Reading and Discussion
Dyad: Father and Jake
Age of Child: 4 years old
Story 1: *The Little Lamb*

FATHER	CHILD
Do you know what fleece is?	
	Wool.
Wool. Yes. Looks soft, doesn't it?	
	Well, it's wool. Like my coat. My coat is soft too.
Yeh. It's *mostly* wool. Yeh. That's what he has. He has wool that *makes coats sometimes*.	

Here, father not only accepts Jake's correct answer, but he also plays the important role of widening the experience by guiding his thinking to better understand the new experience in context: Emmy's cuddly, soft pet. Similar attitudes of encouragement to think on the basis of past experience in order to facilitate language use to reconstruct ideas were encouraged by Ranny's father as they played with the magnet kit. For example, while playing with the iron filings, Ranny needed to communicate the position of the metal on the piece of stick, which resulted in the stick being picked up by the magnet.

FATHER	RANNY
	Dad, and this is underground.
You mean it goes straight through the wood, over to the steel on the other side. So, what things does it pick up then?	

Here, Ranny's dad provides the language which matched the past experience of underground travel to fit the new experience which Ranny tried to communicate. Later, as they played with the iron filings Ranny verbalizes the association of the movement of the filings and the shape they created to two other personal experiences when he says, "They look like little bugs crawling" and, "They are round like money.". Here, Ranny's ability to associate his new experience in a concrete way is manifested in his language. Nevertheless, father continued to use simple language through the questioning strategy in order to make the abstract concept of magnetism understood at Ranny's level as he asked, "What kinds of things does it seem to pick up all the time?".

This approach demonstrated father's awareness to reconstruct adult level knowledge to fit the concrete meanings which the language held for this young child.

Sensory Experiences as the Basis for Accurate Thinking

In this study children constantly demonstrated that their concrete experiences facilitated the kinds of thinking which the new experiences required them to do. Fathers encouraged this thinking and constantly supplied alternative ways of expressing such thinking through the language patterns to which they exposed their young children. For example:

Context: Playing with Magnet Kit
Dyad: Father and Ranny
Age: 5 years old

FATHER	RANNY
It goes like this one. See how many it can pick up?	
	This is because these little things light (paper clips)

Here, Ranny does not perceive the causal relationship in the abstract relationship of the effects of magnetism, but rather in relation to the lighter the objects, the more will be picked up. Another example of Ranny's concrete thinking is demonstrated when he realized that the iron filings moved even quicker than the paper clips. He remarked,

FATHER	RANNY
	O-ooh, this is *too* light, Dad.

FATHER	RANNY
'Cause they magnet pulls it around quicker?	
	Can it see it there? (Can the magnet see the filings?)
Well, yes. But the magnet is not doing that. It's causing it to move around.	

Similar examples were demonstrated by children in their families. All the while, fathers provided the language which would help their children to free themselves of the concrete here-and-now experiences.

Context: At Supper with the Family

Participants: Father, Mother Jake

Age of Child Subject: 4 years old

Topic: Father's birthday

FATHER	MOTHER	JAKE
And how old is Jake?		
		Four.
Four years old? Do you remember when your birthday is?		
		No, it's your birthday.

Here, the immediate experience was father's birthday. Jake expected that his father's language and communication should somehow make sense within the context of father's birthday. As a result he 'corrects' his father's inability to be meaningful through his limited concrete thinking. Father continued.

I know it's my birthday,
but what's the date of
your birthday?

I forget.

January.

The twelfth.

Still later in the same context, father tried to use his language to help Jake see himself in relation to others, to take another's point of view.

Do you have any brothers
and sisters?

I do.

One brother and one
sister. Aren't you a
lucky guy?

No. Two brothers.
I'm a brother to Jan
and he is a brother
to me. Two brothers.

U-m-m. How many are you
then?

Two.

Well, you are his brother and
he is your brother okay?

Here, Jake's world revolves around himself, but father used his language to help him to consider others in that thinking.

Context: Story Reading and Discussion

Dyad: Kenny and Father

Age of Child: 3 years old

Story: The Little Lamb by J. Dunn

FATHER	CHILD
Hmmm. See the bell around Timothy's neck?	
	Hey, where did that little girl go?

In order to focus on the story Kenny needed constant view of all the parts of the illustrations. For him, if Emmy disappears then she could not be part of the story any longer. Father recognized the need to communicate at Kenny's level so he replied, "She's gone to get his feeding bottle.". This reassurance indicated her return, and as a result, her logical continuation in the balance of the story. As fathers provide the language which would refine the young child's thinking, the latter will gradually be able to take the point of view of others around him.

Providing the Language to Match Children's Thinking

Throughout the study a constant awareness of the need to provide adult language forms for ideas which the young children did not have to match the thinking which they desired to express, was demonstrated by fathers and mothers. Some of the excerpts which exemplify fathers' role in this direction could be seen in the following.

Context: Picture Making

Dyad: Kenny and Father

Age of child: 3 years old

FATHER	CHILD
Yeah. It's sticky, look there is a boat on there. Now what else do you want to put on with that boat? Do you want to put an animal or a man?	
	No, that.
Well, that's already on there.	
	That, that.
You don't have one of those... Would you like to put an animal or a bird or a lizard?	
	That.
One of these...a lizard. That's a kind of lizard. Okay. Where will we put the lizard?	

Here, Kenny uses limited linguistic forms to express his choice of stickers. Father provides the labels of those stickers in simple, but mature adult linguistic forms to provide Kenny with the basis for later use and for clarifying his audience role. As Kenny continues his choosing, his father monitors his actions and tries to elicit the language through which Kenny would communicate what he was thinking. Father continued to provide mature linguistic structures to match Kenny's thinking.

FATHER	CHILD
	I want that.
Okay. These are people doing different things. That fellow is playing football, that one's jumping over a hurdle, this one's playing basketball, hockey, tennis. Which one do you want?	
	That one.
The one jumping over the hurdle, okay.	

Context: Picture Making

Dyad: Father and Jake

Age of Child: 4 years old

FATHER	CHILD
	I want the space things.
Okay. Well this must be a space satellite eh? This one?	
	Yeh. I'd like to do this one.
That looks like a flying saucer.	
	You mean this? This one's pretty big.
So where are you gonna put your space station?	

FATHER	CHILD
	In that.
Right above there. Oops. It might....	
	You shouldn't have put it there. You should have put it right there.
On the ship too?	
	Right near the other side.
Aha. Here's our space ship. You know what has to come out of these space ships before aeroplanes, ah, rockets fly out from that space ship?	
Lots of air.	
	Lots of air.

Here, Jake's father used the opportunity to provide the language which Jake needed to communicate his preference of position for his space objects, in his picture. Father also provided a sequence of thinking about those objects. As a result the foundations of story schemas are being fostered through talk, for the child, as he talks in this social context.

In addition to providing the language for expressing thoughts in sequence, the language forms used by father also provided opportunities whereby the young children could develop the bases for expressing themselves in other communication modes: reading and writing. Some of these opportunities which were provided by fathers follow.

Providing Language for Developing Later Communication Modes

Context: Story Reading and Discussion

Dyad: Father and Jake

Age of Child: 4 years old

Thinking Skills	FATHER	CHILD
1. Predicting	What do you think the book's about?	
		Well, ah don know."
2. Use of contextual clues to locate information.	Can you tell from the pictures?	
		Uhmm.
	What are these things?	
		Monkeys.
3. Verifying predictions and information	Monkeys, aren't they.	
4. Providing the main idea of the text which tells a story	The tale of a peddler, some monkeys and their monkey business.	
		Yep. There's those things again.

Thinking Skills	FATHER	CHILD
	What's that?	
		The sun. Maybe those are pots.
	P-o-t-s?	
		Yes.
5. Verifying ideas	Pots on his head? Well, we will read and see.	

It can be observed that the basic foundations of book knowledge are being laid by father in the foregoing excerpt. Here, Jake learns that print complements the illustrations to tell the whole story. Jake also learns that it is alright to be incorrect in predicting since he can verify and modify his thinking by exploring the sequence of the idea from print. As the story discussion progressed Jake's father used his language to foster other skills, either consciously or unconsciously. This is exemplified in the following excerpt.

Thinking Skills	FATHER	CHILD
		That's red too.
	That's red too. What is that?	
		Flowers.
Classification	That's a flower.	
Association	It's a tulip.	
Discrimination		Tulip.

Here, father provides an opportunity not only to label the object which Jake demonstrated interest in, but also to provide the specific label of the object of the larger class of flowers. At a later stage, Jake would be able to discriminate among flowers which are tulips and those which are not.

The foregoing excerpts of the influence of fathers' language on children's thinking and language use are only a few of the instances which demonstrated fathers' constant awareness of their young children's language needs.

In summarizing it could be agreed that:

a) fathers recognized that young children learn through their senses and that if communication would take place among adults and children then language forms needed to progress from simple before complex structures.

b) fathers recognized the need to provide young children with language forms which the latter did not have. In so doing, the young children would build a frame of reference whereby they could communicate more easily using more precise and accurate structures.

c) fathers recognized that language for communicating should make sense for all participants in the social context. Therefore, children's language structures needed to be interpreted for the meaning which they conveyed more than for the accuracy of the structures.

d) fathers recognized children's need to understand more about the context in which interaction took place. Hence they utilized strategies through which knowledge and meaning of those contexts could be meaningfully shared. Some of the strategies through which fathers met the last need are discussed in the following areas.

What Strategies Do Fathers Use to Share Adult Levels of Knowledge and Meaning: Understanding?

Generally, it could be agreed that as a result of the quality, patterns and content of interactional contexts which adults, especially parents use with young children, they develop the ability to represent their experiences more or less objectively. Although the latter framework for their thinking operates on a level not parallel to that of adults, young children consistently try to tap the resources of knowledge of contexts which they expect adults to have.

In attempting to understand the knowledge and meaning which adults, especially parents have to share, in interactional contexts, each participant utilizes a complex communication process, through the use of a variety of linguistic strategies. That process as Wells (1981) defines it, takes a much broader view than conventional models of communication whereby a process of basic encoding and decoding of information takes place. Wells' view of understanding and knowledge sharing is defined in the following way: a process which involves both construction and deconstruction. Wells' detailed definition thus states that in this process,

> The listener must identify first what aspect of represented reality is being referred to, and construct an adequate representation of it. (S)He must then identify the speaker's purpose and relate his (her) purpose by utilizing the new information in the speaker's utterance to his (her) existing representation. (p.119)

Put more concisely by Smith (1975),

> comprehension means relating new experiences
> to what is already known. (p.10)

In observing young children's ability to utilize this process to understand language, purpose and intent, many variations are observed. Some children, as well as adults in this study, varied no less. Each participant in each family utilized different linguistic strategies through which this was achieved, and as a result basic understanding of the resource knowledge was shared.

Generally, each family utilized Categories 2, 3, 4, 6, 7 and 25, to a lesser or greater extent to facilitate the process of understanding and sharing mearning. However, specifically more than 50% of fathers utilized Categories 7, 8, 3, 6 and 25, to facilitate knowledge sharing and understanding of meaning in the young child. All the while, cognizance was taken of the different levels of knowledge between child and adult. As a result, some fathers more frequently utilized some of the foregoing strategies to ensure this process. However, the way in which some utilized the Categories made much difference between the quality-quantity relationship in the child participants' responses and the inferences which those utterances conveyed about whether meaning was being understood.

An attempt is made to represent some of the interactions between fathers and children, and the strategies which each used to facilitate the process of comprehension: understanding meaning of knowledge shared. The first excerpt indicates what could be defined as meaningful and effective realization of this process. On the other hand, the last excerpt indicates an example of the reverse.

Context: Playing with Magnet Kit

Dyad: Father and Ranny

Age of Child: 4 years old

FATHER	CHILD	CATEGORY
	What is that?	7
A Mickey Mouse magnet.		3
	What's it for?	7, 5
Open up your bag and let's see if we could do things with it.		
Well you will take your magnet and touch different things and see what happens.		25, 5
	It sticks.	3
It sticks!		4
	Not on this though.	3
No, it doesn't stick on the paper.		9
What about the sponge?		25, 7, 5
	Y-e-ep	3
Nope? How come?		7
	(No answer)	
Try it on this one that doesn't have a paper clip on it.		25, 5
	What else are we gonna do?	7, 5, 9, 8

FATHER	CHILD	CATEGORY
Just try to stick things. See what things will interest you.		25, 5
	Dad and this is underground.	
You mean it goes right through the wood, over to the steel.		
So what kinds of things does it pick up?		25, 7, 5, 8
	It picks up this..	3
Yes, the metal. But does it pick up paper or wood or sponge?		25, 7, 5, 8
	Nope.	3
Do you think you can turn one of these guys into a magnet?		7, 25, 9
	No.	3
I'll show you		3
	Okay.	15
Okay, you go like that		3
	Uhmm	15
And then go like that.		3, 7, 5

After twenty minutes of continuous use of Category 7: Asks questions to solicit new information; Category 25: Statement which directs actions in order to provide an adequate understanding of the whole situation; Category 5: Asks questions to seek clarification on meaning intent, by the father; and the use of Category 3: Gives information, by Ranny, father seemed satisfied that he had provided adequate opportunity for Ranny to explore and discriminate among the types of materials which the magnet picks up, or does not pick up, he then attempts to direct the child's attention towards making a generalization based on the positive and negative responses in his exploration. Father tests his child's ability to make and verbalize that generalization through a subsequent question and continued interaction.

FATHER	CHILD	CATEGORY
What kinds of things does it seem to pick up all the time?		7, 5, 8, 9
	These.	3
Yes. And what are these made of?		
	Paper clips and iron, and paper clips in sponge and paper clips on wood.	3
Yes. It seems to pick up things of steel doesn't it?		3, 7, 5
	Yes	4, 15

In order to determine whether Ranny's "Yes" represented a genuine understanding of the type of material which the magnet attracted, Category 4: Acknowledges information; or whether Ranny merely responded with Category 15: Complies with speaker's idea, father continued to utilize Categories 7: Asks questions to solicit new information and 5: Asks questions to seek clarification of meaning intent/understanding as he sustained the conversation in the following excerpt.

FATHER	CHILD	CATEGORY
Okay. You'll have to guess what and why the magnet picks up things, okay?		25, 5
	Okay, it picks up this.	3
Just a minute now. I'll ask. Does it pick up this sponge?		7, 5
	No.	3
Does it pick up this sponge?		7
	Yes.	3
Why?		7, 5
	Cause it's got a paper clip in it.	3
Does it pick up this stick?		7, 5
	Nope.	3
Why not?		
	Cause it's not got a paper clip like this.	3
Yes, it does not have any metal in it.		4, 3
The paper clip is metal right?		4, 3, 5

Well, you got three right.		3
Do you think that it would pick up this stick?		7, 5
	Yes.	3
Why?		7, 5
	Because it has a paper clip on the other side.	3
Yes. Because it has a metal paper clip.		4, 5, 9, 8
	Yes.	4
Well, what are the things which it will pick up?		7, 5, 9, 8, 22
	It would pick up this sponge, this cork and the wood with the paper clip underground (underneath).	3
Yes.		4, 15

In the foregoing excerpt, father's continuous monitoring of the child's responses led him to accept that the child did grasp the notion of discriminating among which objects the magnet will pick up. However, father's final response "Yes", both agrees with the final information given by Ranny whereby, father satisfied his curiousity about Ranny's understanding of the knowledge which he shared about the context, as well as complied with the child's level of ability to express that understanding, not by replying, 'because they have metal on them', but by his own conrete way of representing the similar characteristics.

This demonstration did not exemplify that father succeeded in, or even tried to discuss the concept of the effects of magnetism and the magnetic field. That purpose would have been too meaningless to the child. As a result, father stuck to simple language to bring about an understanding of an experience which both father and child had at different levels. What father has achieved is the successful development of what Vygotsky (1962) calls, a complex of the associative type. By this, Vygotsky meant that the child, after manipulation of the variety of objects as in Ranny's case, discovers some factual similarities among the objects, on the basis of their concrete, and not abstract, characteristics. Put in Vygotsky's words this child then, through the use of a variety of linquistic strategies was able to develop,

> a concrete grouping of objects connected by factual bonds. (p.62)

Father successfully used questions to help this young child to develop an awareness of contrasts among the materials, in order to be able to group those which did belong and those which did not in relation to the attraction to the magnet.

It will be observed that at no time did father seek to 'correct' the child's label or form of expressing the notion that, the magnet picks up things made of metal. Instead, father accepted the child's "it has a paper clip in it", to be representative of the understanding another form of communication that paper clips are metal. Nevertheless, father continued to use the adult lexeme which incorporated the word "metal", "made of", "that is why", all being the sum of the process whereby the cause and effect experience is made possible. Father did not assume that the child needed not hear the adult expression or label since he was not ready to include it in his oral vocabulary.

Instead father's continual use of the adult structure gave an indication that the adult label would be utilized at a later stage of the child's life. Thus, giving him the alternative label to his only extended the element of choice of lexeme which the child would be equipped with at a later stage when he has to relate that past experience to associate and understand experiences of similar contexts at higher levels when the labels provided by his father would be more adequate in terms of precision of expressing related concepts.

Subsequent recordings made by Ranny's mother in the log of the child's interactions with other member of the family revealed that Ranny did understand the association between his father's label, "metal" and his label "paper clips and iron". This observation is stated below in its original state as recorded in mother's log.

> "Ranny used much of his knowledge gained from when his dad and he experimented with the magnet.
>
> Ranny said to his friend "Watch, Travis, and this magnet will lift weights. Do you know why?"
>
> Travis said, "Why".
>
> Raymond said, "Just watch what things it will pick up".
>
> Ranny picked all the things with metal in or on them and then said, "It'll pick up these cause they got metal paper clips in them, but those ones don't have metal paper clips okay."
>
> He showed Travis how he could make the little metal bits "jump".

The extended interest and reconstruction of the experience, knowledge and meaning shared by Ranny and his father was shared with his friend. In the latter instance, it will be observed however that Ranny was not in the presence of a situtation where he once again heard the word "metal" from his father. Nevertheless, he was able to recall and verbalize it for his friend to represent his meaning. This was made possible by,

a) the quality of interaction which his father fostered;

b) the variety of appropriate linquistic strategies which promoted learning through discovery, deduction and sensory experience;

d) and through his father's ability to modify his information to match the information which the former received from his child, in order to match the meaning and so facilitate understanding of the knowledge which each had to share.

In contrast the following excerpt presented a less effective way of establishing understanding of knowledge and information which participants needed to share.

Context: Playing with Magnet Kit
Dyad: Nicky and Father
Age of Child: 5 years old

FATHER	CHILD	CATEGORY
Are you interested in this ... in this game? Hmm? This is a game.		2, 7
	I wanna go downstairs.	3
No, we're going to do it right here. Waht do you think of that?		23
	Mickey Mouse.	3
Oh, you recognized him eh? Mickey Mouse, well I wonder what he can do. Ahh, ...		4, 7

FATHER	CHILD	CATEGORY
	Let's open it.	25
Shall we take it apart and open it?		2, 7, 25
	Uh-huh	15
Okay ... now the name of this game is Mickey Mouse magnet		3, 5
	What is Mickey Mouse magnet	7, 5
I wonder what that means. Let's see. Heh!		6
	Let me try ... I wanna show Chris that.	3
Well, we'll show it to Christopher in a minute. Let's just talk about it for a minute. Let's see. That's a magnet and what does it to with that thing?		23, 3
	It picks it up.	3
It picks it up		
	Ha Ha.	4
That's what a magnet does. Just put it down and try it again. See if it still works.		3

FATHER	CHILD	CATEGORY
	Uh, it isn't working ... nope.	3
Still pick it up ... Maybe we can find something else and see if it'll pick it up. Just a minute, would it pick up ... let's see ...		25
	Tape?	7, 5
I don't think it'd pick up tape. Try picking this thing up. Try picking up your - ah your little - ah - .		3, 25
	Heh!! It ... really works!! (Ha!)	
Heh! It picked up that little dish of yours eh? Oh, what have we got here?		
	(?) this'll pick up	3
Okay.		
	No	3
It doesn't pick up wood. Well ...		
	... pick up this.	3
It won't pick up the sponge.		3
	No.	
But just try to pick ... maybe it'll pick up what the		

FATHER	CHILD	CATEGORY
sponge is hooked onto.		25, 5
	Uh.	
Heh!		
	Where's that thing that belongs in it?	3
Well, it's right here ... just a minute ... Let's try some of these other things. You want to try it again? Still works.		25, 7
	I'm going to show Chrissy.	3
Just a minute. Chris'll come up in a minute to see it. Now let's maybe try this thing. That - that's... heh!		25, 3
	I wanna go see Chrissy now.	3
Ya, Chris'll come up and see it in a minute.		
	oo ... (...)	3
Let's try these other things. What do you notice about the things it's picking up? It picked up that ... and that ... and that ... but it wouldn't pick up this wood. Right?		25, 3

FATHER	CHILD	CATEGORY
	(...) gonna try it ...	3
You want to try the wood again?		7
	(...) okay.	
It won't pick up wood. You wanted to try this piece of ... uh ... tape, sure scotch tape. Will it pick up that? No.		3
	No ...	3
Let's try ... let's try some other things.		
	Let's try this.	
A rubber band?		7
	No.	3
No.		4
	(...) will it pick up these?	3
Well, what are all those things? Why is it picking those up? Eh?		7, 5
	It does!!	3
Why does it pick those up and not wood? What is this made of? What's it called, do you know?		7, 5

FATHER	CHILD	CATEGORY
	Silver.	3
Well, it's steel. It's called steel.		3
	And it doesn't break.	3
It doesn't break. Well let's see if we can find something else.		3
	Yep.	3
No, it didn't pick up the copper. Okay, do you want to try ... ya that looks like an old nail or something; do you want to try that one?		3
	Yep.	3
Well leave the ... leave the tape off of it. Just try to pick that up. No ...		3
	It didn't.	3
It didn't.		4
	Cause those things are ...	3
Try that one ...		
	(Ha Ha) I wanna go show Chrissy now.	3
Well, just a minute. Chrissy's gonna come right up.		

FATHER	CHILD	CATEGORY
Here's something ... some strong looking stuff in here ... that looks ... that looks like coal or something.		23, 3
	No.	3
Try it ... try it right against there. See if it'll ... Oh it did start to pick it up. There must be some steel in there too. Have you tried this one?		25, 7
	That one is the sponge.	3
That's a sponge - will the sponge work?		7, 5
	No.	3
Well, I'll be. Let's try some of these ... these are ah ...		7
	Pins	
Paper clips. You want to try a paper clip? Oooh!! Look at it pick all those paper clips up.		3
	(Ha Ha)	
A whole line of it.		3
	Um, these is my paper clip collection.	3

FATHER	CHILD	CATEGORY
Yes, try ... try this one ... see if this one will work. I don't know what that is.		3
	Ohh.	
Oh - there is goes.		3
	Wow.	4
Mmm, you wanna try this one too? It ooks quite a bit like that one. See if it'll pick that one up. Right on. Good.		3, 4
	I ... I wanna go see Chrissy.	3
Ok, Chris is going to come up right away. So it picked up all of these that were steel, see that? Picked up those ... picked up all the paper clips ... it even picked up you little tin plate.		3
	I wanna go show Chrissy now.	3
Ok, you wanna try this wood again; I wonder if it might pick up that wood. Try that wood again. Heh!		3
	Oh! It picked it up!! (Ha Ha)	3
Do you know why?		3

FATHER	CHILD	CATEGORY
	Why?	7
Cause there's a piece of steel on the other side. That was a tricky one wasn't it?		4
	Ya - ha - ha!!	4, 15
It looks like wood ... but on the other side is a piece of steel ...		3
	Yah.	3
Don't take it off, you can just leave it on ... then you can trick Chris.		
	Yah.	
Okay try it again. He'll think it's picking up wood. Gotta hit it right ...		3
Well that'll be a neat trick eh?		7
	How 'bout ... how 'bout we show Chrissy?	2
You want to go show Chris now?		2
	Yup ...	3
Ok, you go call Chris.		4

In the foregoing excerpt, it will be observed that Category 3: Gives information was predominantly used by father and child. To a lesser extent, father utilized Category 7: Statement which solicits new information, in order to monitor the child's thinking and to follow his meaning intent. Although it would be positively assumed that this father meant no less than the first father quoted in the foregoing chapters, to share information, his use of strategy of just telling, rather than fostering the attitude of discovery in the child did not facilitate an experience which confirmed that each understood the other and that the child's level of knowledge of the information was any way extended.

Given that father completely ignored his child's need to share his newly acquired toy with his older brother may have had an effect on the former's level of concentration on the context, father seemed to be content too much with just giving information. As a result, the opportunities through which the child could make the associations of similarities and differences among the objects in order to experience the generalizations which could have been learnt from the deductive learning process were lost.

It seemed that the influence of the father's telling attitude did not motivate the need for the child to display initiative in discovering relationships for himself. The strategy of simply giving information did not confirm understanding on the child's part, neither did it confirm that father did share his level of knowledge of the content, purpose of the activity and meaning; the casual relationships in any meaningful way.

In summary, the two foregoing excerpts confirm that,

a) it is only through the encounters with others an interactional contexts will the young child develop an understanding of how language works to facilitate knowledge sharing and its underlying meaning;

b) the atmosphere, attitudes and linquistic strategies which adults use could extend the child's personal experience relative to given context, or on the other hand, could retard that experience;

c) that young children manifest varying degrees of understanding. As a result parents, and adults, need to identify those needs which children have for experiencing a less complex process of understanding. Having identified those needs, then the selection and utilization of the most appropriate linquistic strategies which will facilitate that process would increase the chances of communication; understanding the content, purpose and meaning of given contexts which the child share.

Stated in another form, Bridges, Sinha and Walkendire (1981) in Wells (1981), the general conclusions which we could draw about the

> approaches to the development of children's language comprehension ... (are) First comprehension is not an all - or - nothing phenominon; there are degrees of understanding. Second, even where children appear not to understand utterances in the way adults do, this does not mean that they are unable to use their own strategies to derive a meaning from what they hear, although this meaning does not always correspond with what an adult would understand. Third, and conversely, the processes involved in a child's comprehension are not necessarily the same as those of an adult, even where there is an appearance of comprehension. What is more, there are considerable differences between individuals in the strategies which they employ, and one of the most fruitful ways of studying language comprehension is the careful analysis of protocols of individual children's response patterns. (p.154)

What then, were some of the linquistic strategies which fathers in this study utilized to extend children's understanding, and as a result, their knowledge of content, through interactive language skills? The following chapter seeks to provide some answers to this question.

What Linquistic Strategies Do Fathers Use To Create New Contexts For Language Learning To Extend Knowledge And Understanding?

Jones and Mulford (1971) have made an observation which seems to support the writer's thinking of the importance of encouraging young children to talk in a variety of contexts. Only then can they experience the way in which the meaning of words change with each new context. Britton, in Jones and Mulford states that,

> Words are old: they constitute a language that served the child's grandfathers and great-grandfathers before him. But every occasion for speaking them is a fresh one: in use, whether by child or grandfathers they are on all but the most routine occasions not indeed newly minted, but newly meant. (p.27)

Among the inferences which could be drawn from the foregoing quote are, a) that words by themselves have no meaning, except within given context; b) that meanings of words change as different people use them in different social situations; c) that words constitute a language which works to communicate meaning and to achieve certain purposes for different speakers.

In considering the crucial need which young children have to experience talk in a variety of situations, it was observed that most fathers and mothers facilitated a variety of contexts to foster their children's language development. This they achieved through the use of language.

Wells (1981) suggests that for too long, the attention which has been given

> to the relationship between context in which communication occurs, the relationship between context and meaning frequently remains ill-conceived or poorly formulated. (p.158)

Wells further suggests that,

> quite often the term 'context' is used only to refer to ongoing nonlinquistic activity which may accompany language and to aspects of the physical setting in which an utterance is situated. These features are then assumed to have an identity which is, to a large degree, independent of the language itself. The relationships between linquistic meaning and context, on this view, is postulated as one of one-way determination: spoken words do not in themselves contain sufficient information for participants to grasp one another's meanings, but, by making reference to aspects of the setting, which have a stable identity one may achieve a sense of what it was that one's interlocutor. (p.159)

Wells implies that the concept of context should be conceived on a wider basis, where, put simply, talk on specific topics, within specific contexts, can give rise to talking about other topics set either in the here-and-now, or to relate to experience of the past, without the presence of the actual physical setting or factors. As it were then, language helps to recall experience, in order to establish similarities, as well as contrasts in present contexts. Or as Wells puts it,

> The relationship of language to context which we are proposing here, then, is one of reciprocal constitution: not only does language gain its sense from the context or setting in which it occurs, but settings in turn take on their particular meaning for that occasion via the language that occurs.(p.161)

Wells continues to emphasize the importance to the young child's development of meaning through this reciprocal concept of context when he states that,

> Although such observations may appear self-evident they significantly affect our conception of the process of meaning development. For rather than seeing this process as simply one of learning to express an independent reality in terms of pre-established lexical categories, a reciprocally constitutive conception of language leads to a view of the child as an active participant in the social production of that reality. It is through the child's progressive mastery of his native language that he is able to participate in the construction of order and meaning in his environment. (p.161)

This view was expressed by Brunner (1964) who suggests that through the development of adequate language competence, the child gradually becomes free to think outside of the physical context, and demonstrates the ability to represent past experience to communicate the meaning which the present contexts have for the child.

What strategies then did the fathers in this study use to facilitate the development of context through language?

The results of this study indicated that fathers used mainly Categories 2, 3, 5, 7 and 25. These were,

Category 2: Initiates topic.

Category 3: Gives information.

Category 5: Asks questions to seek clarification of meaning intention.

Category 7: Asks questions to solicit new information.

through which fathers demonstrated Wells' reciprocal language - content - context view of fostering the mastery of basic interactive communication skills. Perhaps the following excerpts from some of the fathers in this study exemplify Wells' language meaning development in this wider concept of language context. Words which are used in context and which create other contexts are underlined.

FATHER	MOTHER	LINDA	BROTHER
		This a dog.	
What are you gonna call your dog?			
		What's my dog's name?	
Uhmmm.			
		I don't know.	
	Did you tell A what ah, what eh, summer school, and what you get to do Wednesday? What do you get to do on Wednesday? What have you got to bring to school?		
		Toys!	
	No.		
		Ah - presents?	
Why do you need presents at school?			

FATHER	MOTHER	LINDA	BROTHER
		Well, you have to bring toys to school. Yes. My teacher said.	
	They didn't say anything like that Linda.		
So, what does she get to bring to school on Wednesday?			
	Pets.		
Oh. So she's gonna bring her dog.			
	I don't know yet. I'll have to see.		
What's she gonna do. It's suppose to be set for tomorrow.			
	That's what the letter was all about.		

Here, the idea of Linda's ownership of a dog, moves in the direction of thinking about the gathering and discussing of pets at school. The idea of time for preparation, the medium of communication which the teacher used to convey the special event to Linda's parents. Here, the father's use of questions to solicit information from the mother, provides the main strategy for developing new contexts in which information is shared.

Context: Jake and Family at Supper

Participants: Father, Mother, Jake, Brother

Age of Child: 4 years old

FATHER	MOTHER	JAKE	BROTHER
(To Brother) What did you do on this field trip today?			
			Climb the hoodles.
Hoodles? What's a hoodles?			
			Sort of a mudd bank sort of uh ...
The rain bore away at it?			
			Yep.
Why?			
	Well, Drumheller has more effect - natural colour isn't it?		

FATHER	MOTHER	JAKE	BROTHER
			It is. Do you know what we found?
	No.		
			Dinasaurs. We only found two.
	Oh, I don't know, I keep thinking that that's all done with.		
		I went somewhere too.	

In this excerpt, the dominant strategy of questioning has functioned to integrate all of the foregoing Categories, 2, 3, 5, 7 and 25 as a medium of helping the young child's development of language, context and meaning. Through the foregoing categories chidren's awareness of the conventions of interactive communication skills: talking topically, taking turns, agreeing on meaning and respecting each other's status in the situation have been reinforced.

Mothers also demonstrated the need to encourage their children's talk in order to share their interests, while at the same time exposing their young language-meaning learners to a variety of structural and semantic aspects of the language systems of their homes.

It was observed that mothers also used Categories 2, 3, 5, 7 and 25 in order to facilitate talk. However, whereas fathers utilized these linquistic strategies mainly through the questioning structure of utterances so as to get information which the child already may have had on the context of interaction, and then used that information to give clarification to the meaning intent of each topic, mothers mainly used these strategies to give the child information more often without checking what knowledge already existed. As a result, of the listed categories which faciliated new contexts as a result of language from other contexts, mothers predominantly used Categories 3, 2, 25, 5 and order of importance. The responses elicited from children therefore required mothers to utilize additional use of Categories 4: Acknowledges information and Category 6: Asks questions to provide new information. In response, children therefore more frequently utilized Categories 15: Statement which complies with ideas and Category 5: Asks questions to seek clarification of meaning intent, to a greater extent than they did with fathers. In the case of the latter, the categories which fathers used elicited from children, responses which predominantly utilized Categories 3: Gives information and Category 5: Asks questions to seek clarification of meaning intention. Although fathers' and mothers' linquistic strategies both elicited responses from children through Category 5 in the case of fathers, children sought meaning intention of both the communication and content in order to expand their own ideas by virtue of having shared in creating new contexts through their language. On the other hand, children utilized Category 5 mainly to seek clarification of the next sequence of the physical context in order to understand the expectations which were held of their continuing participation in the interactional context. The following excerpts exemplify these contrasts.

Context: Playing with Magnet Kit

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
What do you have in your hand?	2; To establish orientation of context.		
		I forget what it's called.	3; To seek information.
Can't you remember?	2; 3; 5; To continue focusing on the task/context, and to receive information which truly tells whether child needs more reconstruction of the information already given.		
		Uh-huh.	3; Continues to provide information which defends her first use of Category 3 - with an expectation that information will be given anew.

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
Is it a magnet?	5; 6; 3; In this order of importance to use a questioning structure in order to help the child to recall previously shared knowledge and/or to provide the required information if the child does not recall, in order to proceed with meaning intent of the context.		
		Uhmm	3; 4; 15; In order of importance the child gives father information to indicate that she now remembers, that she agrees with his suggestion and that she is complying with his idea.

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
And what do you think it will do?	2; 7; 5; 6; In order of importance father tries to continue focus/ orientation to the context, to solicit a new information response from the child, in order to ascertain that the latter and himself are sharing the meaning intent of the physical and communication context. Finally if 2, 7 and 5 failed, only then would he provide the information through, not telling, but a further question structure.		
		Pick up things.	3; 18; The appropriate inform-

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
			ation is provided and father ascertains that a common meaning is established about the context. Hence, communication will be realized more easily.
Would it pick up everything?	7; 6; 5; 8; 9; In order of importance father needs to know the child's knowledge as far as the meaning of the range knowledge of the context could be communicated and shared. He also tries to establish the purpose of his next conversational turn: to give information, to reconstruct his language or to		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	continue using Category 5, to seek clarification of what or how the child really means.		
		Ahaaa (Yes)	
Well, try it and see if it picks up everything here.	25; 8; In order of importance father tries to direct the child's exploration in order to verify his predictions, or to reject them. This strategy will add new information to refine the child's ideas in relation to the casual relationships of the materials. These the child is allowed to discover for himself, leading towards the skills		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	of discriminating and generalizing about the relationships of the materials.		
		Ahaa. I don't know. What's these called?	3; 9; Here the child gives father information about her inadequate ability to label objects. As a result her intonation expressed a need to be given such information in order to sustain the conversational context.
What do they do?	7; 6; 5; 3; In order of importance, father seeks new information from the child, whether the forgetting of the		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	label means a lack of knowledge of the other structural, or physical characteristics are all not part of the child's repertoire. Having established that need to know, positively or negatively, father will then select appropriately from Categories 6, 5 and 3 how to provide the adequate information in order to sustain the conversation.		
		Uhmm. (I really don't remember)	3; Still indicating the inability to recall.
Are they paper clips?	6; 5; Here father instead of using Category to tell the information,		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	structures another question in which the desired response is embedded.		
		Uhmm (Yes)	3; 4; Here the child agrees and convey that agreement to father.
Do you know why the magnet is picking these up?	7; 5; 6; 3; In order of importance, the father tries to continue the meaning sharing of the context. As a result he extends the child's knowledge through further questioning. If the response was inadequate then father showed a later intent showed that he re-structured another question in order to get at the level of the child's knowledge before		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	continuing to provide new information		
		No. Oh! Wood. No.	3; For each lexicon word, the child gives new information as a result of the explanation which father encouraged.
Are they metal?	7; 5; 6; 3; Again father asks for the level of child's knowledge before providing same, through telling.		
		Uhmmm	3; 4; 15; Here the child's information could be interpreted as any of two intentions: to acknowledge the agreeing of common knowledge and, as a result, shared meaning or

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
			just to comply by virtue of the adult's status of being more knowledgeable.
Do you want to pick up this over here?	25; 8; 7; 5; 3; Here, in order of importance, father tries to extend the child's actions in order to help the latter formulate more generalizations to confirm the pattern of the relationships of the materials. Whether the child's discoveries result in the appropriate responses, father has facilitated another opportunity to learn through discovery and through the senses. That in turn extend,		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	refine and confirm or deny prior predictions. As a result, generalizations could be made from the similarities and differences observed.		
		It won't stick.	3; 16; Here the child provides information which implicitly challenges father's ideas.
Why won't it pick up that?	7; 5; 6; 3; Father continues the use of strategies which seek to know what the child knows. His purpose is, not to give information but to extend the child's ideas using the latter's lexeme,		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	experience and trend of thinking.		
		I don't know.	3; The need to know, why not is again expressed in intonation of an indirect question statement.
Is it paper Isn't it?	4; 6; 16; 3; Here father provides the desired information in order to facilitate to orientation to context, the meaning to be communicated and the need to extend whatever knowledge the child already has of the context.		
		Uhmm.	3; 4; 15; Another example of acknowledging or confirming on the

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
			basis of status in the conversational context.
It's paper. What kind of paper?	3; 7; 5; 6; Here father finally confirms his idea for the child but continues to focus on determining to help the child discover the relationship pattern; that the magnet picks up metal and other objects to which a certain type of metal is attached, through the questioning strategy. If all fails in identifying the correct responses, then later strategies indicated the continued use of further questioning.		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
		Yeah. It picks it up that way.	3; 5; Here the child conveys information that she has experienced the casual relationship which father tried to help her to discover.
Yeah. It picks up that way.	3; Father confirms that way; or idea for the child. Thus, leading up to a generalization made later.		
Okay now. You try and pick this up - the stick.	25; This redirection and extension of action towards understanding the total situation is further encouraged so that the child would eventually discover the generalization and		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	develop an understanding of the casual relationships of the materials.		
		O-o-ops! Uhmmm (No)	3; Negative information is conveyed to father on this idea.
It won't pick it up?	5; 8; Here father asks another question to ensure that the meaning of the context is yet in the child's mind. Establishing this would then lead to an expansion of the child's ideas: that some materials can or cannot be picked up by a magnet.		
No?	7; Father yet does not provide the cause for the child through a		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	serrmon of statements. Further discovery is encouraged.		
What about this stick? What's this stick got on it?	7; 5; 8; 9; 3; In order of importance, father leads the child towards a clue for discovering the pattern of the relationships among the materials.		
		Magnet!	3; Provides information which is relevant to the context but not necessarily appropriate to respond adequately to the father's question.
Is it because it has metal?	7; 5; 6; 3; Again father provides the appropriate answer in question form but goes on to test the child's		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	ability to discover and verbalize the generalization in which can be identified from the relationships. This quality interaction continued with the exploration of, the piece of cork with metal in it when the child, in response to father's next question gave the last listed response quoted here.		
Why did it pick up that cork (one with the metal) and not that one?	7; 5; 6; 8; 9; Here father zeroes in to the similar physical characteristics of the corks, and through his question he also focussed the child's attention on the difference; the		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	inclusion of metal. As a result the child replied		
		Cause it's got a big paper clip in it and it picked up paper clips.	3; 6; 9; 8; Here the child has demonstrated the ability to verbalize the reasons for the reaction of the materials. However, she also demonstrates that her language does represent the concrete and non-comlex way in which she could represent adult abstract concepts. The language which expresses this last point is underlined in the foregoing column. Father realized the need

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
			to provide the language which explained that adult thinking of the underlying concept in simple structures. As a result his next response restructured his original question structure to ensure that understanding was really established.
Magnets need metal. There's no metal in there (cork without metal).	3; 5; 7; Father has confirmed the child's ideas, expressed in her own way and has provided her the alternative language structures through which the same idea could be communicated when		

FATHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	she has mastered those structures.		

Basically, in this excerpt, although new contexts were not created through the use of specific words which, when used in relation to other settings and to convey the intent of the meaning in those contexts, it nevertheless indicated the intent that father, either consciously or unconsciously encouraged deductive learning and divergent thinking in this young child. Simultaneously the continuous awareness that different language structures perform different functions to facilitating communication meaning intent, and that language structure helps to evoke meaning only in relation to the context and through the use of one's knowledge and experience, has been encouraged by this father. As a result less time was spent on redirecting the child's orientation to keep a focus on the task. Instead, the emphasis of the meaning conveyed through the functional language which each used, took care of teaching and learning of both the semantics and structural aspects of language.

To a lesser extent the use of specific linquistic strategies to communicate effectively with this same young child's mother would produce a different quality of interactional learning.

Context: Picture Making

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
Okay, what do you think this guy is doing?	2; 7; 5; 3; Here mother also understands the need to		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	help the child to focus on the context: to be oriented. This is pursued for any of the following reasons: to solicit new information, to clarify the meaning intent using the child's ideas, or to just give the desired response. Subsequent responses will indicate that in about 85% of the subsequent interactions revealed the use of the last intent.		
		Playing ball!	3; Provides information.
Playing ball.	4; Confirmed the child's idea but did not receive any feedback to indicate any other aspect of the child's thinking or		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	the whole range of stickers. As it were the child's response was to the point of the mother's low level question.		
		That's what I want to do.	3; Provided further information based on previous response to mother's question.
And that's what you'd like to do?	4; Through a question mother confirms the child's idea, but never probed to encourage reasons nor the cause for such thinking. As a result only the following response was solicited from the child. But the child begs a discussion based on reasons as		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	she follows with.		
		Uhmm. (Yes)	3; Gives information.
		I got to be a boy to do that.	3; 5; Her language expresses a conciousness of role relationships to athletics as imposed by society and that she already knew her slot in society's expectations as far as her need being fulfilled out of interest.
Oh no. You could still play it at school. Anybody could play.	3; 5; Here, mother seized the opportunity to clarify the child's perceptions but through giving more information, instead of through questioning to discover why she held those perceptions in		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	the first place.		
		How come some boys play -- football in school?	7; 5; Here the child challenges mother's ideas in order to defend her perception on the basis of her concrete experience.
There's girls who play it to.	3; 21; Here, mother also defends her idea on the basis of her experience by telling more information. This strategy indicates to the participant with lesser conversational rights, that the topic is just as well be closed.		
What kind of a ball does this man have?	7; While this strategy seeks new information from the child, it		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	nevertheless proved only low level responses from the child.		
		A round one.	3; Provided the most concrete and literal response, based on her experience and the structure and interpreted intent of the question. The child naturally has identified at her level of extracting information, that there are several ball players, each with a different shape or colour of ball. As a result her level of language learning and thinking permits her to think respond

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
			in a concrete manner, which represents the level of her thinking. Perhaps some other form of questioning would have produced an opportunity for the child to engage in more inferential thinking. As a result of the response mother took no further chances of eliciting a different response hence, she continued to tell the answer.
A basket ball.	3; Gives information. Her subsequent questions did no better to elicit more quality responses from the child.		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
		Aha.	15; Complies with ideas.
You really think he's gonna stand on his head?	7; 21; This represented a response which questioned the logic of standing the ball player on his head as well as to reject the child's idea.		
		Yeah.	24; Defends speaker's point of view.
Oh, I don't.	23; Thus mother rejects the child's idea without providing an alternative response or a redirection of the child's actions in order to establish a common meaning of both the context and communication intent. Subsequent responses		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	therefore indicated a trend of communication which implied that each participant pursued her own actions, and as a result, a non-shared or non-negotiated course of meaning intention of context or of understanding.		
Y-o-u just about goofed.	23; Reinforced her rejection of child's idea without pursue the "why" for her actions.		
		I want it that way.	3; Here, the child continued to justify her actions since there is no other reason to think any other way. Such directions were not provided through mother's language.

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
			As a result she created her own private context and implicit meaning.
You play with it too much. You'd just have to keep your foot down, okay? You have to be careful. It's all sticky on the back.	3; More information is given, but only to admonish the child. Mother nevertheless tries to establish intersubjectivity on the direction in which the interaction will proceed. But her subsequent questions continued to elicit literal and logically sensible responses from the child, as the question so directed her.		
Okay. This man is jumping over something.	3; Information is given but to elicit an inferential		

MOTHER	CATEGORY AND INTENT	CHILD	CATEGORY AND INTENT
	response (intonation indicated this).		
		A bench.	3; Gives information.
A bench?	7; 23; Here mother is quite perplexed by the reply and so by her next response she does the only best thing to create no more tension from not receiving a "worst" response; that is to tell the desired response.		
Well, another name for it is a hurdle.	3; Gives information.		
		Oh.	15; Complies with mother's response/ idea.

This direction and quality of interaction continued through the forty minutes of recorded data. As a result the researcher failed to identify whether this mother did provide a clear understanding which could guide the child into identifying a common course for the direction in which the context would go. This excerpt indicates that mother was well meaning in her effort to establish a common ground, however, the structure of the linquistic strategies which she used only succeeded in widening the gap of intersubjective thinking between the participants. As a result, it was distinctly shown which participant held most rights to the conversational context: the adult with the right to call the turn and to indicate how the participant with the lesser status, the child, would respond. Consequently, very little language was used to convey understanding of the context and to foster the extension of the ideas which the child already had in mind to pursue. Nor did this rapport and quality of interaction, established through the use of language, provide any other than realizing language for defending, rejecting or complying with ideas. Viewing this quality of interaction positively however, nevertheless reinforces that limited function of language which the child will make use of from time to time. Again the purpose of language and the structure of the linquistic strategies used by mother did not lend themselves to the creating of new contexts in Wells' view. Nevertheless, observations from other contexts in other tasks did reveal that this regulatory function of language (Halliday, 1975) was used by this mother. This occurred in varying ranges of quality and quantity. Some of these examples will be cited from three families which produced low, medium and high frequencies of the concept of using language to create new contexts, and as a

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result, to expose the young child to the variations of purposes which basic language structures continue to perform; to communicate and to learn. Some of these examples are quoted in the following format: Column 1 = the lexicon or lexeme which gave rise to the new context; Column 2 = the topic of the new context; Column 3 = the participant by whom the new context was initiated; Column 4 = the intention of the new context. In order to complement the thinking which motivated this aspect of the researcher's need to highlight the total interactional setting of these homes, the supper activity, that is Task 3 will be the only context cited, as in Tasks 1 and 2, the child-subjects interacted alone with either parent.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
1.	Whose wife is that? My grandfather's.	Our grandmother.	Child-subject and father.	To communicate that she spoke to her grandmother in the other's absence. The former communicated that she was ill with the flu.
2.	She's going to the convent.	Fellings expressed towards Sister Ruth of the convent.	Child-subject and father.	To convey a preference for Sister Ruth over other Sisters of the convent.
3.	Sunday: the day of the week.	Camping out of home district next weekend.	Father.	To predict the good time, the weather and specific activities which the family will experience on its camping trip.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
1.	What are you going to call your dog?	Taking pets to Summer School.	Father followed by Mother.	To seek family's input on which of two pets which the child-subject has: the bird or the dog, should be allowed to be taken to the pet show at Summer School.
2.	Pets.	To discuss the origin of this idea (1) above.	Mother	To communicate the contexts of letter which the teacher sent on taking pets to school, and to justify why she did not bother father with such a trivial matter, to read the letter which only she read.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
3.	Will you please eat over your plate.	Table etiquette. The quality of supper. This is good chicken.	Mother	To divert mother's admmonisings through praise for one aspect of the meal. To communicate approval for a tasty meal.
4.	I've got to get to Bible class today. Who is this Bible character?	Bible class. Values of the family.	Brother followed by Father.	To express the value of attending Bible class. To verify those values against those which the family holds of religion.
5.	Screaming.	Rules of Discipline.	Mother followed by older Brother.	To share with Father the undesirable public behavior of their five year old.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
				To admonish the five year old for this undesirable behavior. To admonish the older brother for causing the five year old to produce such undesirable behavior. To generate alternatives whereby the older brother could help the five year old to demonstrate behavior desired by the family in public.
6.	Got a new bike eh? Got to let it last forever.	The acquisition of a new bicycle. Practicing safety rules when riding on streets.	Father followed by Mother.	To discuss care of one's possessions. To admonish child for riding in heavy traffic areas

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
				specified by the family. To provide a logical reason why the family preferred these less busy areas for child riding.
7.	Did you hear the thunder today?	The destruction of people's garden crops.	Child followed by Mother.	To discuss the plight of other area residents and their grief over the loss of crops as a result of thunder storms. To discuss the general recent weather machine.
8.	Would you garden out of my garden.	The mosquito pest in the family's garden.	Child followed by Mother.	To discuss the ineffective use of the pesticide purchased by the family.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
				To discuss the alternative approaches to getting rid of the mosquito pest.
	9. This morning I forgot the mosquitoes to go do some shopping.	Problems of finding desired food items in one supermarket.	Mother.	To express the concern that economic times are becoming a problem for the housewife who has to find the groceries to feed her family. To discuss the purchase of another brand of pesticide.
	1. Oh - No, it's your birthday.	Activities to commemorate Father's birthdate.	Child subject then Father.	To initiate discussions on the secret preparations for dad's birthday: purchase a gift, baking a cake;

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
				discussing other family birthdates.
2.	What did you do on your field trip?	Field trip.	Father followed by Brother and Mother.	To share older's brother's field trip experience with other family members. To clarify the problems which puzzled the older brother on his field trip.
3.	Where is K. He went and play did he?	The progress of another family member.	Mother followed by other brother.	The health and eating habits of other family member.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
4.	Cork-screw You're doing a terrible thing to your head.	Sister's new hairstyle.	Father followed by Mother.	To advise daughter on the dangers of tightly screwed hair curlers. To explain the after effects of the discomforts of sleeping with screws in the hair.
5.	Well sometimes you bury them down. You know another thing I saw? In your breast stroke, make sure you stay under until you break the	Improving swimming competence.	Father followed by Daughter.	To discuss the constraints which impede daughter's swimming competence. To offer advice on improving swimming competence.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
	surface before you start back home.			
6.	You went to see Grama.	The encounter of an old friend while visiting grandma.	Father followed by Mother.	To share the experience of the recent encounter of an old family friend. To discuss the revival of mother's interests in tennis playing.
7.	Did you go to see the pool when you went to the doctor's.	The opening of the new community pool.	Father followed by child-subject.	To discuss the additional facilities offered by the the community swimming pool.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
8.	I was kind a flush today. See, he still is - who came for lunch today? Who came for lunch?	The invitation of an old friend to lunch.	Mother followed by Father.	To discuss mother's performance at tennis today. To discuss the invitation of mother's tennis mate.
9.	You should be taking some ice cubes out and put it inside that cloth and put it against your eye.	Sister's injured eye.	Father followed by Sister.	To discuss the treatment of sister's injured eye and visit to the physician.

FAMILY NUMBER	LEXICON OR LEXEME TO CREATE NEW CONTEXT	TOPIC OF NEW CONTEXT	INITIATING PARTICIPANT	INTENTION OF NEW CONTEXT
10.	Where does wine come from?	The wine at the family's supper time.	Brother followed by Father.	To investigate the origin of the wine which the family was consuming. To share adult knowledge with children.
11.	That's dry.	To discuss the preference for better quality wine.	Brother followed by Father and Mother.	To discuss the preference for one specific type of wine. To discuss the scale on which wine is marked to determine their dryness.
12.	It's a nice birthday present.	Purchase of birthday present.	Father followed by child-subject.	To show appreciation for purchasing of birthday present.

The observations which could be made from the foregoing three excerpts indicate that a varied amount of interests, topics and ideas are shared among all family members. As a result the young children in these contexts are exposed to a variety of uses of language functions which could be utilized to share knowledge, meaning, while simultaneously learning the structural aspects which make these possible. The differences of the variety of interactions and exposure to language in each of the three families should not be deemed deficient in ways of facilitating their young children's language development. Rather, as Joan Tough (1978) suggests,

> It is the pattern of communication and the values that underlie and influence the child's learning and it is to these that we must look for explanations of why many children fail to respond in the way we hope ... (p.124)

The fathers and mothers in this area of discussion have, all things considered, consciously indicated their understanding,

> that language is the medium of expression of of ideas, and it affords the means of communication. So language is developed in situations in which communication through speech goes on. (p.111)

It could therefore be safely inferred that the attitudes of parents in the participant contract in conversational contexts could either facilitate or inhibit the following language learnings.

1. The child will learn to expand her own language to meet her communicative needs, to extend her personal experiences through developing new meanings for them in new contexts, to expand her language competence, as a result of developing confidence to share her knowledge and her thinking through a variety of talk opportunities and contexts.

2. The child will learn to represent both past experiences in the present context as she learns the language which represents the varied experiences and concepts which she acquires through sensory learning.
3. The child will experience that her thinking and ideas could become refined in talking to persons who possess higher levels and greater range of her own and other experiences.
4. The child will learn that language is never devoid of function and meaning (Fillion and Smith, 1978)
5. The child will learn that language will make communication easier if it is fostered in an atmosphere of calm and encouragement for talking in a variety of contexts. This in turn makes language for understanding and maintaining social situations much easier for the communicator.
6. That only through the acquisition of the appropriate and adequate language structures, and their underlying meanings can they minimize the unequal status of their participation in adult social interactions through which they seek constantly to identify those strategies which facilitate more confident and meaningful communication. In short, she learns to accept responsibility for their need to get their ideas and meaning communicated to their listeners.

How Do Young Children Use Language To Cope With Participant Asymmetry?

Wells (1981), in his effort to describe his position of conversation as a medium of developing language and meaning has laid emphasis on one aspect of conversation which affects every communicator, at one time or another in different contexts. That aspect as Wells labels it is, participant asymmetry. Wells defines this concept in the following way: that in social occasions and interactions conversational rights are not equally distributed to the participants. As a result, only those participants with the appropriate status within the context have the right to determine the register, or situation specific language, procedures and attitudes which will be permitted and utilized in the interactional context. Wells cites the analogy of a court scene, where, although there may be spectators, only participants such as the judge, jury, defense lawyer, and others directly responsible for ensuring the proceedings are allowed to speak and act. However, in this analogous context, the judge has more rights of context since only she has the power to speak out of turn, to convene, to admonish and end the proceedings as she sees fit. Wells contends that the participants' experience of the parent-child relationship in a conversational, interactive context, share this inequality of rights. In the case of this parent-child asymetrical relationship, parents are imbued with the status, or power, by virtue of their physical, social and intellectual maturity, to utilize their rights in this type of relationship. The latter could be done in order to orient the child's thinking on the topic, or to terminate the interaction relative to the given context. Or, on the other hand, they could utilize those rights to orient their child's thinking and by virtue of the mature level of knowledge of the given context, parents could represent themselves as valuable sources of interesting information, leading their children towards extending their understanding, thinking and interests. They could also use those rights to develop children's awareness of the linquistic options from which they could build a repertoire of structures which would facilitate the experience of having language do things for them as they try to figure out themselves, others, and the world in which they live.

However, as Wells (1981) implies, this may not be as easy as it may seem, for parents who relate to young children, in helping them to experience shared meaning. Wells posits that if parents are to de-emphasize their status rights in the context of conversation and emphasize the sharing of knowledge and meaning, then parents need be conscious, if we will, of the treatment of the three elements of all conversation, as posited by Wells: the purpose to be achieved; the topic for knowledge sharing and the orientation, or mind state, which the adult would establish in the conversational context.

Halliday (1977) like Wells, agree that the purpose of language is to get things done for one's self and for getting others to do things. Given the concept of participant-asymmetry, parents determine appropriate linquistic strategies whereby their status rights would not intimidate their children's confidence to communicate. This also encouraged children to indicate their language competence and level of language performance, as well as their patterns of thinking. Through appropriate strategies, parents facilitated talk by demonstrating an attitude of respect for the child's status as being as important to the process of communicating to share meaning.

Wells (1981), on expressing the implications of establishing the interdependence of purpose, topic and orientation has highlighted some crucial aspects of the process involved. He suggests that, in attempting to communicate meaning in context,

> Any act of language communication involves the establishment of a triangular situation. The

> sender intends that, as a result of his communication, the receiver should come to attend to the same situation as himself and construe it in the same way. For the communication to be successful, therefore, it is necessary, that a) the receiver should come to attend to the situation as intended by the sender, b) the sender should know that the receiver is so doing; and c) the receiver should know that the sender knows that this is the case. That is to say they need to establish intersubjectivity about the situation to which the communication refers. (p.47)

However, although communication could be affected by the components of the foregoing triangular description, the more important situation through which it could be inhibited or facilitated is, the means through which participants establish communication, given, as in the case of parent-child asymmetry, the unequal status of the interaction.

In this study, fathers demonstrated awareness of participant asymmetry. However, they continually reconstructed their language in utilizing linquistic strategies which would help to de-emphasize the greater rights of the adult in the interactional contexts.

Generally, fathers utilized Categories,

2: Initiates topic in context.

6: Asks questions to provide new information.

11: Statement which answers the child's questions to understand casual relationships.

4: Acknowledges information.

17: Statement which modifies utterances to convey shared meaning.

22: Statement which extends speaker's ideas.

Wells (1981) suggests that the first of the processes of interpreting and organizing what is communicated, is the need to construct the message in a way that the speaker's intent would be correctly interpreted by the listener. In the case of the father-child dyads in this study, the utilization of the linquistic strategy, Category 2, stated earlier, facilitated the process of message construction and purpose of the given context for verbal interaction.

In taking the initiative for establishing what message would be communicated, fathers later demonstrated cognizance of taking their young listeners' level of experience into consideration. In so doing, information which was shared by the former, was adequately and appropriately selected, both in the lexeme used as well as in the level of thinking which the adult wished to establish as the starting point for directing the child's thoughts. Fathers therefore demonstrated the use of the here-and-now experience in initiating the topic through which their internal representation of adult level experience would be shared with participants whose language and thinking are yet, at varying degrees, bound in sensory representation of the same experiences. They then tried to match their language to the more immature participants' level of experience, in order to ensure that meaning is shared. On this approach Wells (1981) states that,

> For experience to be available to be drawn upon in carrying out a plan, whether through communication or by some other means, it must be internally represented in some form. (p.49)

Wells continues to suggest that,

> Whilst the organization of language - its grammar and vocabulary - must be closely matched to this internal representation and almost certainly comes to influence the way in which experience is represented, the internal representation of experience itself clearly does not consist of a set of sentences ready-made to fit the constantly changing detail of moment-by-moment experience. Even the recognition of individual objects does not involve a direct link between

> percept and lexical item; rather both are linked through some form of conceptual organization which is brought into play when the object has to be referred to verbally (Miller and Johnson-Laird, 1976). Language and experience, therefore, are not in any simple one-to-one correspondence. (p.49)

In using the strategy of initiating the present experience therefore, fathers established, through their language, that they had identified and organized conceptually those aspects of their past experience, relevant to the topic in context, in order to share the meaning of that experience with their children to extend their limited experience. The following excerpts exemplify the initiated topic, the intent or purpose for initiating same and the level, concrete or abstract, by which fathers intended to de-emphasize their greater conversational rights.

1. Context: Story-Reading and Discussion

Dyad: Father and Mealie

Age of Child: 5 years old

Story: The Little Lamb; by Judy Dunn

Father

"I'm just gonna read this story here and we'll talk about it." = (Orientation and purpose)

"You see that book?" = (Concrete level)

"Do you know what it says?" = (Establishing child's experience)

"Lay. Sit down here okay." = (Orientation)

"Well, do you know what that animal is?" = (Orientation to elements of the topic and purpose at child's concrete level)

"Yeah. It's a sheep." = (Acknowledged child's representation of present experience from past experience)

2. Context: Playing with Magnet Kit
Dyad: Father and Ranny
Age of Child: 4 years old

Father

"Okay. Let's open this up now." = (Orientation and attention focus on present anticipated topic)

"You open that one cause it's easy and I'll open this one. = (Participation at child's physical level; continued focus and orientation)

"So, it's Mickey Mouse magnet." = (Orientation of topic)

"Open it up and we'll see if we can do things with it." = (Orientation of topic continued)

"Well, you will take your magnet and touch different things and see what happens." = (Orientation continued; purpose of context; indirect orientation of knowledge to be shared)

"It sticks!" = (Topic and knowledge of context to be shared established)

3. Context: Picture Making With Stickers
Dyad: Father and Kenny
Age of Child: 3 years old

Father

"Okay. We can make the picture on this." = (Orientation of context; concrete level of participation)

"That can be where we make the picture and we have to choose what kind of things (to use)." = (Continued orientation of context; concrete level of particpation; orientation for thinking and selecting from categories - topic)

"We do -- we have to choose what kind of things we want to make the pictures." = (Reinforcement of context and concrete level of participation for knowledge sharing)

"Would you like to use boats?" = (Orientation of thinking; specific topic in context; experienced to be represented and shared)

"Okay. Well which will we make the picture first with ... the boat - which boat would you like to put on first?" = (Orientation to concrete level of thinking and participation; topic for context; invitation for child to share decision making on the direction in which conversation, representation of past experience and knowledge, will go)

"You look at the boats, which one? Pick a boat to put on there and I'll show you how it works (stickers)." = (As in above plus purpose of father's level of sharing experience: concrete)

"That one, okay. Look it. You just peel this off here and then take it and stick it on the picture there -- where you want it." = (Representation of adult experience on a concrete level, accompanied by language to communicate meaning intent)

Excerpts outlined in the foregoing support Wells' view that experience which will be shared is well organized internally by the speaker. Thus when the speaker shares that organized experience, his select choice of lexeme: vocabulary structures, would determine subsequent participatory attitudes and contributions to the topic in context. Had fathers selected abstract language whereby they established the orientation of topic, thinking, purpose of communication and level of their children's participation then, less than the meaningful participation which each of the three quoted fathers experienced would have been demonstrated by their young children in the sustained conversation. It will also be observed that an interdependence of Categories 2, 6, 11, 4, 17 and 22 facilitated the development of language and meaning.

The effects of an abstract level of representation of sharing adult experience could be observed in the following interactional excerpts.

Context: Playing with Magnet Kit

Dyad: Vanny and Father

Age of Child: 5 years old

FATHER	CHILD
You put the magnet on - then what happens?	
	(Screams with excitement)
What happened?	
	I got it.
You got the cork to. What happened?	
	(Laughs) I got it.
Yeah - a - a - ah. A magnetic force went through all those clips. And it'd still let you pick up this paper clip on the paper eh?	
	U-h-m-m.
The magnetic force goes right through the ... piece that usually don't have the wood.	
	I bet it can't pick up this thing.

The passiveness of participation or response is revealed as a result of father's abstract communication. When Vanny had had enough of that passive participation she initiated more active meaningful activity to maintain the context.

Adults, it would be agreed, find themselves daily in a variety of interactive situations where the concept of participant asymmetry is experienced. However, it would also be agreed that by virtue of the mature level of adults' experience and linquistic performance, adapting to any given situation in order to accept one's status, comes much easier for adults. On the other hand, children seem to have a stable status across all conversational situations, as far as rights are concerned. They are aware of their lesser rights, but nonetheless are not intimidated by adults, if the latter accept them as persons in their own right and with valuable contributions to make to the conversational context.

On the three foregoing excerpts, each father sought to communicate to his child, that the execution of rights would be co-operatively shared, and that the emphasis on inequality would not be the primary consideration. This is demonstrated in the language which they used in orienting their children to the conversational situation.

Context: Playing with Magnet Kit
Dyad: Father and Vanny
Age of Child: 5 years old

1. *Father* *Child*

I'm just gonna read this story
here and *we'll talk about it*.

2. *Father*

Okay. *Let's open this up now*.
You open up that one cause, it's
easy *and I'll* open this one.
Open it up and *we'll* see it. *We
can* do things with it.

3. *Father*

Okay. *We can make* the picture
on this.
That can be *where we make the picture* and *we have to choose* what kind of things.
We do - we have to choose.

When compared with the previous three fathers the only father in the collected data, where orienting the child to the context for conversation was done by moving independently into the concrete material, it was observed that the child's language contributions indicated a less confident state for communicating as problems of following the meaning intent of the story. The following interactions describes the frequency and quality of the child's interaction with his father.

Context: Story Reading and Discussion
Dyad: Father and Mealie
Age of Child: 5 years old
Story: Caps for Sale

Original Text	FATHER	CHILD
Once there was a peddler who sold caps. But he was not like any ordinary peddler, carrying his wares on the tope of his head.		
	Look at all the different coloured caps.	
		Hats.

Original Text	FATHER	CHILD
		Hats.
	They're caps.	
		But if he calls them caps. But they're really cowboy hats.
	No. They're not.	

After an emphatic, "No. They're not" father continues to read the text until the child remarks in the following as she recognises a familiar experience: fifty cents given to her by her mother to *purchase her lunch* at school. The dialogue runs in the following way:

Original Text	FATHER	CHILD
As he went along he called, "Caps. Caps for sale! Fifty cents a cap!"		
		Fifty cents a cap. I ...
	D'you know the story. D'yuh?	
		Uhhmm. (No)
One morning he couldn't sell any caps. He walked up the street ... (See Appendix to, He looked behind the tree. No caps.)		
		Where did they go?

But, without acknowledging the child's question or purpose of utterance, father goes on reading.

Original Text	FATHER	CHILD
Then he looked up into the tree. And what do you think he saw?		
		Monkeys.

Again, father decided to utilize to exercise his participant right to decide whether the text should be interrupted to provide an acknowledgement of the child's correct observation. He chose to continue, uninterruptedly, through to,

Original Text	FATHER	CHILD
But the monkeys only stamped their feet back at him and said, "Tsz, tsz, tsz".		

He breaks the order of the situation when he thereafter comments,

Original Text	FATHER	CHILD
	How do you think he'll get his caps back?	
		I don't know. Shake it. I think he'll shake the branches.
	Oh. I see.	

Father continued reading to "Tsz, tsz, tsz", when he again sought to make an input into providing a solution to the peddler's problem. The child calls dad's attention and the following interactions take place.

Original Text	FATHER	CHILD
		Dad, guess what he should do?
	What?	
		He shouldn't rest until he find somebody to take his caps cause he was trying to find somebody to take his caps. So it's easier to let them have them.
	But you know what the monkeys are doing?	
		What?
	They're doing what he's doing, what should he do?	
		Hats.
	Just watch.	

The quality of Mealie's utterances are remarkable. The tentativeness of her thinking to help the peddler find a solution as she empathized with his inability to have lunch if he did not sell his caps, suggests that she has learnt to use her language to project alternative solutions, instead of fixed solutions. However, when father responds, his focus is mainly abstract, following only his direction of thinking. The relationship which he hoped Mealie would identify between the actions of the peddler and those of the monkeys, that is, that what monkeys see, monkeys do, are too abstract to solicit responses which correspond to the sequence of the text. Mealie could only respond in a concrete, here-and-now way, and in a way which makes sense at her level of thinking. As a result, her response "Hats" in the above excerpt. Father's only resort here was to have read the text in order to retain the conversational direction. His uninterrupted reading goes on until Mealie remarks,

Original Text	FATHER	CHILD
		Dad.
	Yeh.	
		Guess what?
	What?	
		Did you read all of that? (Pointing to the words in large print THE END)

To this curiousity about print, father replies,

	Uhmmm.	

However, Mealie continues,

		Umm, E-N-D. U-m-m, and T-H-E. Guess what?
	What?	
		E-E-H-H
	Right. No that's an N.	

Original Text	FATHER	CHILD
		I know. I-I-I wanna say that.
	Okay. You say that. What does that say? END.	
		The end.
	It's all over. It's quite a story.	
		I didn't enjoy it.

It will be observed that since the purpose of the interaction was left to deduction on the child's part, and that the father continually ensured the control of turn taking by the way he used his language, the interest, the pleasure of the conversational contract and the meaning which underlie the text became lost to the child as the context progressed. Her final utterance bears evidence on this point. Unfortunately, as a result of exercising greater participant's rights in the context, father lost many valuable opportunities whereby he could have reinforced his child's linquistic competence: he could have acknowledged the child's predictions; confirmed or redirected her thinking on proposed solutions; use her past experience to relate to the features of a new experience which was related through different language structures and for communicating different meaning in a different context. His attitude to sharing rights on a more equal basis therefore limited his role to contribute maximally to his child's language performance.

While, as Wells indicated, adults have the greater rights of conversation in the parent-child contract, the foregoing excerpts indicate that, children can also experience the feeling of having as many rights in the context of conversation, if the attitudes of parents intend to have them feel that way.

In the above excerpt, it was observed that Mealie's utterances abounded with needs: need to seek clarification of her thinking, the need to have her ideas acknowledged or refuted, the need to be provided with the language structures which matched what she needed to represent as she thought about the peddler's problem, and, not least of all, the need to be listened to and be accepted as a person whose contributions were as meaningful for helping her make sense of the context of the interaction. Those needs, being ignored, or inadequately met, left her no better in thinking of the meaning of the context, as when she originally entered the contract of conversation. Whereas, the earlier excerpts indicated that fathers' language invited children to talk, and as a result, have their linquistic needs met and their thinking respected and extended.

Although parents may exercise the monopoly of their conversational rights in the parent-child contract however, the young child nevertheless finds ways to get around parents' fixedness in attitude towards them and their anticipated stable child-status. Through strategies which they have most certainly learnt in the language environment of the home, the young child attempts to increase her rights.

In the excerpt given last in the foregoing paragraphs, Mealie made attempts to overcome her father's fixed attitude to her status in the relationship. The linquistic structures which are underlined and the strategies which she utilized are in parentheses in the following excerpts, quoted once again.

Original Text	FATHER	CHILD
He carried them on his head. (Caps)		
	Look at all the different coloured caps.	
		Hats. (i. The need to challenge father's label on the basis of child's perception and past experience that a cap should have characteristics of those which cowboys. ii. A statement of challenge to sustain conversation based on her thinking.)
	They're caps.	
		But if he calls them caps. But they're really cowboy hats. (i. The need to substantiate his idea of hats; to defend his thinking; ii. A statement of challenge to sustain

Original Context	FATHER	CHILD
		conversation based on her thinking.)
	No, they're not.	
Caps for sale! Fifty cents a cap!		
		Fifty cents a cap. I ... (i. The need to relate personal experience to new experience; ii. Statement to focus on the "I" in the contract.)
He looked behind the tree. No caps.		
		Where did they go? (i. The need for clarification of meaning-intent of the text; ii. Through questioning to focus on the need to know about specific interest.)
	(No response.)	
He looked up into the tree. And what do you think he saw?		

Original Text	FATHER	CHILD
		Monkeys. (i. The personal intention of the question in the text is to get a response which she contributed; ii. To divert father from reading so that response could be acknowledge.)
	(No response.)	
		Dad, guess what he should do? (i. The need to have her thinking extended; ii. Questioning to gain specific attention.)
	What?	
		He shouldn't rest until he find somebody to take his caps. Cause he was trying to find somebody to take his caps. So it's easier to let them have them. (i. Provides new information; ii. Makes a personal contribution to

Original Text	FATHER	CHILD
		embellish text.)
	(Unrelated response)	
	But you know what the monkeys are doing?	

The fixed attitude of the adult to retain participant rights does not open up the opportunity for meaningful information to be shared, nor does it focus on helping the child to experience meaning through learning why. Rather, such an attitude focuses, indirectly, on establishing the idea on how the child should behave than on establishing an atmosphere of inquiry to know. Opportunities for facilitating the child's ability to use her language to check what is heard with the meaning the words have for her, as well as for the parent to modify the given information to match the child's meaning were lost (Tough, 1973). As it were then, in the last excerpt specifically, the child learnt that the intention or purpose of the context was to share the language of a story book in the way stipulated by her father.

It must not be assumed, however, that this approach to the establishing of participant rights, does absolutely nothing to contribute to Mealie's development as a communicator. On the contrary, Mealie has learnt another way to behave or to adapt to a social context. She has learnt that different participants communicate their roles differently; that different participants communicate meaning-intent of context and focus of meaning differently; and that different participants take others' needs into consideration differently. Similarly, the three child participants quoted earlier in the foregoing chapters, learn another set of attitudes which the adult participants view as important in the conversational contract. All in all, each of the four children quoted herein, have been exposed to some factors of the conventions of language as interaction, for communication and thinking, whether those factors inhibit or foster their language competence.

However, it would be observed that in the first three excerpts many more aspects of the conventions of conversation as a medium for communicating have been offered by fathers to the child participants. This indicates that different fathers utilize different and varied linquistic strategies to foster the development of the young child's communicative competence, thus facilitating her ability to use language to do things for her: to use language functionally.

What then are some of the conventions of language for communication that fathers have used their language to foster or develop in their young children in this study?

What Aspects Of The Conventions Of Language As Interaction For Communicating And Thinking Do Fathers Capitalize On to Facilitate Language Development

> 'Not to let a word get in the way of its sentence
> Nor to let a sentence get in the way of its intention
> But to send your mind out to meet the intention as
> a guest
> THAT is understanding.'
>
> Chinese proverb, fourth centry B.C. (p.22)

This Chinese proverb covenys the importance of the process of successful communication. It also suggests the need for not only ensuring successful communication but also the need to study and understand the means whereby that communication is realized. Wells (1981) paraphrases the intention of this proverb when he states that,

> Understanding language involves more than attending to the words and sentences that are spoken or written: unless we look beyond the forms to the intentions that they realize the experiences that are referred to, the purposes that give rise to them and the situations in they occur - we shall not achieve a full understanding, either of the sentences themselves or of language as a human phenomenon. (p.23)

Put very simply, we would not be able to understand language as a medium of interaction, nor would we understand the way in which meanings are communicated through talk.

The results of this study indicated that fathers, like mothers, recognized the need to go beyond their children's words and sentences to ensure that what was communicated was intended to mean how fathers interpreted those meanings. Thus, while fathers consciously encouraged the principles of turn taking, the basic convention of conversation, they used a variety of strategies to ensure shared meaning as well. They however, seemed to capitalize on the strategies of:

a) Initiating the topic in context (Category 2).

b) Ask questions to provide new information (Category 6).

c) Asks questions to seek clarification of meaning intention (Category 5).

d) Statements which expand the child's ideas and thinking (Category 8).

e) Statements which direct actions in order to provide an adequate representation of the verbal interactions (Category 25).

(a) Initiating the topic in context

Except in two cases of father-child interaction, fathers assumed the responsibility for setting the direction of thinking of the topic and context. Several reasons could be accounted for adults' assuming of this responsibility. For example, the adult perhaps assumes that if left to the young child what was intended is suggested by the physical characteristics of the materials provided for participants to interact with, may not have been established. Or, the adults may have assumed that the young child has a limited level of previous experience with grappling with the concepts involved in Tasks 1 and 2. Still further, adults may have predetermined the direction in which the conversation would lead, and as a result how meaning would be shared.

Whatever the intention of the fathers, the primary response of children was to focus on the intention of those attention-getting utterances: to attend to a specific topic, specific concepts and specific causes and effects, especially in Task 2. Fathers thus demonstrated a conscious realization that the need to attend is one of the basic characteristics of verbal communication to experience meaning.

Although all fathers used the initiating strategies to establish the context, the direction in which talking and thinking would go, each demonstrated a different organization of lexeme (vocabulary) to establish the communication. This is examplified in the following interactions. (______ = attention getting utterances; ______ = intent of communication established)

1. Context: Picture Making and Discussion
   Dyad: Father and Kenny
   Age of Child: 3 years old
   Story: Caps for Sale

FATHER	CHILD
Okay, we can make the picture on this ... that can be where we can make the picture and we have to	

FATHER	CHILD
choose what kind of things ...	
	I want to do that.
... we'll do that later ... we have to choose what kind of things we want to make the pictures. Would you like to use boats? Or, would you like to put a boat on there?	
	That, that and that, that and that, that.
Okay, well which will we make the picture first with ... the boat ... which boat would you like to put on there? You look at the boats ... which one? Pick a boat to put on there and I'll show you how it works.	
	That one.
That one, okay, look it ... you just peel this off here and then you take it and stick it on the picture there ... where you want it to go.	
	Over there.
Okay, put it on.	

2. Context: Playing With Magnet Kit
Dyad: Father and Jake
Age of Child: 4 years old

FATHER	CHILD
Okay. Let's open this up now. You open that one up cause it's easy and I'll open this one. So, it's Mickey Mouse magnet.	
	What's this think for?
Uhmm? Open it up and we'll see if we can do things with it.	
	What is that?
A Mickey Mouse magnet.	
	What's it for?
Open up your bag and let's see if we could do things with it. Well, you will take your magnet and touch different things and see what happens.	
	It sticks.

3. Context: Playing With Magnet Kit
Dyad: Father and Vanny
Age of Child: 4 years old

FATHER	CHILD
Okay, Vanny, what have we got here?	
	Uhmm (?).

FATHER	CHILD
What have you got in your hand?	
	I forget what it's called.
Can't remember what it's called?	
	Uh-huh. (No)
Is it a magnet?	
	Uhmmm. (Yes)
Would it pick up everything?	
	Ahaa.
Okay, you try some of these things.	
	Uhmm. (Alright)

4. Context: Story-Reading and Discussion

Dyad: Father and Molly

Age of Child: 4 years old

Story: The Little Lamb by Judy Dunn

FATHER	CHILD
I'm just gonna read a story here. You see that book?	
	Yes.
Do you know what that says?	
	No. What?
Lay down here, okay?	
	Uhm, a sheep?
Yeah. It's a lamb.	
	Sheep? Lambs are sheep?
	Lamb. Lamb.

FATHER	CHILD
Right. You'll have to put your name in this book later. What do you think that says?	
	Emmy.
Right.	

5. Context: Story-Telling and Discussion
   Dyad: Father and Mealie
   Age of Child: 5 years old
   Story: Caps for Sale by Esphyr Slobodkina

FATHER	CHILD
Look at all the different coloured caps.	
	Hats.
They're caps.	
	But if he calls them caps. But they're really cowboy hats.

6. Context: Playing With Magnet Kit
   Dyad: Father and Nan
   Age of Child: 5 years old

FATHER	CHILD
Okay, Nan. We have a little present here for yah.	
	I'm gonna take it out.
Okay, you open it and see what it is.	

FATHER	CHILD
	I can rip this, can't I.
Sure. Oh! What is that?	
	Mickey Mouse.
What's all that?	
	I don't know.
You don't know! It says, 'A magnet'. A Mickey Mouse magnet. Oh, look at all ... oh look. What are these?	
	I can ...
I guess you try to see if the magnet will pick up dirt. You try all these different things.	

7. Context: Picture Making With Stickers
Dyad: Father and Briggs
Age of Child: 5 years old

FATHER	CHILD
Okay. We've got a bunch of stickers.	
	Yep.
Let's open them up. You know anything about stickers?	
	Y-e-a-h. Do I have to try and make and make something?

FATHER	CHILD
That's right. We gotta make a picture.	

8. Context: The Family At Supper: Father's Birthday

Social Context: Father, Mother, Jake and Brother

Age of Jake: 4 years old

FATHER	CHILD
You just answer some questions. What is your name?	
	Jake Carlos.
And how old is Jake?	
	Four.
Four years old. Do you remember when your birthday is?	

(The father's birthday cake dominated the supper conversation.)

Generally, each of the fathers, as shown in the foregoing excerpts of verbal interactions, successfully established the intention which would be communicated through the physical activities. Each father as it were, opened opportunities for information to be solictied, received and shared on a common idea, relevant to each context. Their capitalizing on the strategy of initiating the basis for communication further served to influence the subsequent attitudes and actions of their children so as to minimize chances of off-topic problems. In each excerpt, the relative linquistic immaturity of the child to communicate the labels and the intended use of the materials can be observed. Fathers demonstrated concsciousness of that limitation, and therefore, in the process of establishing the intention of the context, simultaneously supplied the labels and intentions. Subsequent verbal interactions therefore successfully demonstrated the child's ability to produce language which indicated a coherent thinking relative to their father's previous utterances. This suggests therefore, that each participant was successful in establishing the basic understanding which each would share of the other's messages, while simultaneously developing implicitly, a frame of thinking which would ensure that subsequent messages would be interpreted in the light of the original understanding which was established relative to the context. As it were, fathers' lexeme served to express the connections between the physical context, the social interaction and the psychological interpretation and responses to what could be seen and manipulated. Hence, their initiating statements served to establish a meaning and explanation for the whole scene.

It will also be observed from the given excerpts, that the structures of fathers' attention getting linquistic strategy varied: they utilized statements, questions, exclamations, directives as well as statement of choice. While each of the given structures further exposed the children to the variations in language forms to achieve the same function: getting their attention and to set the intention of the conversational context, fathers' language accompanied by their interaction with the physical material further reinforced the intention which fathers wished to convey, as the latter seemed to utilize the linquistic strategy discussed in order to set their children's ongoing experience, in context, against a frame of concrete reference. That concrete reference would later become his frame of reference in the absence of those concrete materials. This therefore would facilitate thinking about similar or comparative experiences at a later later. During this stage then, those experiences would become their frame of reference built from their past experience, within which they would seek to derive additional or new meaning for each similar or comparable experience (Tough, 1973). As it is, children have been exposed to learning labels, their relationships, the underlying meanings of those relationships, simultaneously as they have been exposed to a variety of language structures through which those relationships and their meanings were communicated. This was possible through the linquistic strategy which fathers used. The other basic convention of communication through conversation to share meaning in context has been therefore facilitated through this strategy. That is, as Wells states, through,

> talk (which) seems to be systematically related to the physical situation in which it occurs and to the intentions of the speakers in relation to that situation -, ---, it appears that both participants implicitly recognize that a 'contract' has been negotiated.

Fathers therefore, through the given linquistic strategy (a), have ensured that their children were successfully engaged in a collaborative activity, through systematically ordered speaking and listening turns, while constantly focussing on the meaning intention of the physical situation in view. A basic agreement was established in each excerpt to ensure that the objects and actions would proceed in an atmosphere of shared meanings and intentions. Fathers' linquistic strategies therefore have been quite effective in developing one of the ultimate principles of learning through verbal communication: the ability to attend, listen and collaborate on conversational meaning in context. As it were then, fathers have taken the needs of the child participant into consideration while ensuring exposure to linquistic forms, meanings and principles of meaningful communication. They demonstrated cognizance of their young children's need to continue experiencing learning through their senses. Thus, the language and linquistic strategies which they used sought to accommodate their children's level of intellectual, psychological and social levels of ability.

From incomplete utterances, it would be assumed that fathers, in addition to evaluating their children's verbal efforts to establish their attention, the intention of the activity and set the direction for conversation and meaning, also took into consideration their children's overt, non-linquistic responses as an indication of their understanding of the intended meaning of the physical context which fathers wished to establish. For example,

Context: Picture Making With Stickers
Dyad: Father and Jake
Age of Child: 4 years old

FATHER	CHILD
Let's open them up.	
	(No linquistic response but the rustling of gift wrapper distinct.)
You know anything about stickers?	
	(No linquistic response.)
You ever see stickers before?	
	Y-e-ah.
More holiday fun.	
	(No linquistic response.)
Here we got the stickers now.	

FATHER	CHILD
Let me get some water.	
	(No linquistic response but sound of paper heard.)
Okay. What should we build?	
	(No linquistic response, but heavy breathing and sound of paper heard.)
I'll put one on first then you could go ahead and try from there okay?	
	Do I have to try and make something?
That's right. We gotta make a make a picture.	
	(No response, but heavy breathing indicates action taken.)
See - how're you doing?	
	I'm okay.

In the excerpt provided above, the non-linquistic behavior also formed an important way of determining the child's understanding the meaning of instruction and intention which was established initially. This seems to indicate the father's recognition of the limitations of his child's language competence and ability to respond to each conversational turn with adequate and appropriate language structures. Nevertheless, he continues to read the appropriate recognition of meaning into his language as he utters those forms which would meet the child's needs at a later stage to relate similar ideas without the presence of the actual situation.

On the other hand, to some extent, mothers also demonstrated consciousness of their young children's language needs to express their thinking in given contexts, as well as their need to relate language to actions and concrete experiences as a means of shaping their understanding and for building a frame of reference for later development of new meanings for similar concepts in different contexts.

However, mothers seemed to demonstrate the use of the same linquistic strategy, but not to the degree to which fathers used it to identify their children's clues to the situations, in an effort to utilize what children already knew of the physical contexts. While mothers also seemed to initiate the context, the direction in which conversation on the context would proceed, and what would be the intention of the communication, and while they, like the fathers, also sought to monitor and organize both children's linquistic and non-linquistic responses at a simple level, their language structures were less varied than those of the fathers.

Basically, the strategy which dominated mothers' language structure was that of giving information without first waiting for their children's linquistic responses to their adult language turns. This approach could be exemplified in the following excerpts.

1. Context: Playing With Magnet Kit

   Dyad: Mother and Linda

   Age of Child: 5 years old

MOTHER	CHILD
Okay. We're gonna play this game.	

MOTHER	CHILD
Do you know how to play this game?	
	No. No mummy.
Who's this?	
	Mickey Mouse.
Okay. You know what we're gonna do here?	
	What?
We're gonna lay out all this stuff. And you tell me what what could be picked up with the magnet.	
	Okay.
You'll try to find if all those things can be picked up with the magnet. These are magnets on the ends there.	
	Oh.
Magnets pick up objects. Show me what objects that magnet will pick up.	

2. Context: Story-Reading and Discussion

Dyad: Mother and Kenny

Age of Child: 3 years old

Story: Caps for Sale

MOTHER	CHILD
Well, Kenny I have a book to show	

MOTHER	CHILD
you today, and it's called Caps for Sale.	
	What's it from?
A lady gave us the book to read to Kenny. And look at this fellow here on the front page. What's he doing?	
	A - s - ah cum ba - sursa. (babbling)
Well, let's open it and see what's inside. Should we?	
	Uhmmm.
Look it. He carries them on top of his head. He sells caps Kenny.	

3. Context: Story-Reading and Discussion
Dyad: Mother and Vanny
Age of Child: 5 years old
Story: Caps for Sale

MOTHER	CHILD
Do you know what the name of this book is?	
	No.
It's called - Caps for Sale.	
	I forgot.
You forgot?	
	Uhmmm.

MOTHER	CHILD
What's he doing here?	
	Carrying caps.
Is it?	
	Uhmm. (Yes)

4. Context: Playing with Magnet Kit

Dyad: Mother and Mealie

Age of Child: 5 years old

MOTHER	CHILD
Okay. Mealie. Here's something to open up and see what you could do with them.	
	I guess it is ... I think I ... M-i-c-k-ey Mouse. Don't you?
Yeah. He looks like Mickey Mouse.	
	I know.
That's what it is. It says there it's a magnet. See what it does.	
	Are you supposed to make Mickey Mouse?

5. Context: Story-Reading and Discussion

Dyad: Mother and Ranny

Age of Child: 5 years old

Story: Caps for Sale

MOTHER	CHILD
This book is called Caps for Sale.	

MOTHER	CHILD
	What are caps?
Caps. Caps. That's another name for a hat. A cap. This is a tale. A tale is a story. It's about a, the peddler, some monkeys, and their monkey business.	
	What is a tale?
(No response. Begins to read the story.)	

6. Context: Story-Reading and Discussion

Dyad: Jake and Mother

Age of Child: 4 years old

Story: The Little Lamb

MOTHER	CHILD
The Little -	
	Lamb.
I know.	
	I know this one.
Do you know this one?	
	Uhmm. (Yes.)
See that little lamb? Isn't it cute.	

7. Context: Making a Picture With Stickers

Dyad: Mother and Vanny

Age of Child: 5 years old

MOTHER	CHILD
You don't have to draw the ball for him.	
	(No linquistic response.)
There you go. Can you keep them all close together?	
	Uhmm? (Yes.)
Okay. This guy is ...	
	Playing ball.
Playing ball.	

8. Context: Story-Reading and Discussion

Dyad: Ranny and Mother

Age of Child: 5 years old

Story: The Little Lamb

MOTHER	CHILD
Okay. The story is by Judy Dunn.	
(Proceeds to read without acknowledging child's need to seek information.)	(No response from child over 90% of time of story and discussion.)
	What did he ...?
(Mother continues to read.)	
Oh. Isn't he cute? He's got a cute nose. Little pink nose. He's all ... looks like he's all fuzzy.	
	(Laughs.)

The language structures of which the first four of the foregoing excerpts are constructed, closely resemble those of fathers' structures for initiating topic, context, conversational intent and meaning intent. As mentioned earlier in the foregoing also, such structures, although they succeeded in gaining the child participants' attention, they are nevertheless, statements of telling rather than statements which specifically try to solicit children's views of the scene, in a deductive way. The last three excerpts demonstrate the latter point more clearly. The subsequent ones therefore became over shadowed by the mothers' running commentaries to provide information in order to engage their children's attention and to sustain the conversation. Nevertheless, the systematic order of communicating, attending, listening, and agreeing have been demonstrated, even if dominated by the mothers. To some extent this inhibits the facilitating of divergent thinking, independence of language use and to some extent, fails to encourage young children to test their confidence to the maximum, for demonstrating their confidence in their ability to use whatever language they have to communicate their interpretations of intent and meanings of the given contexts.

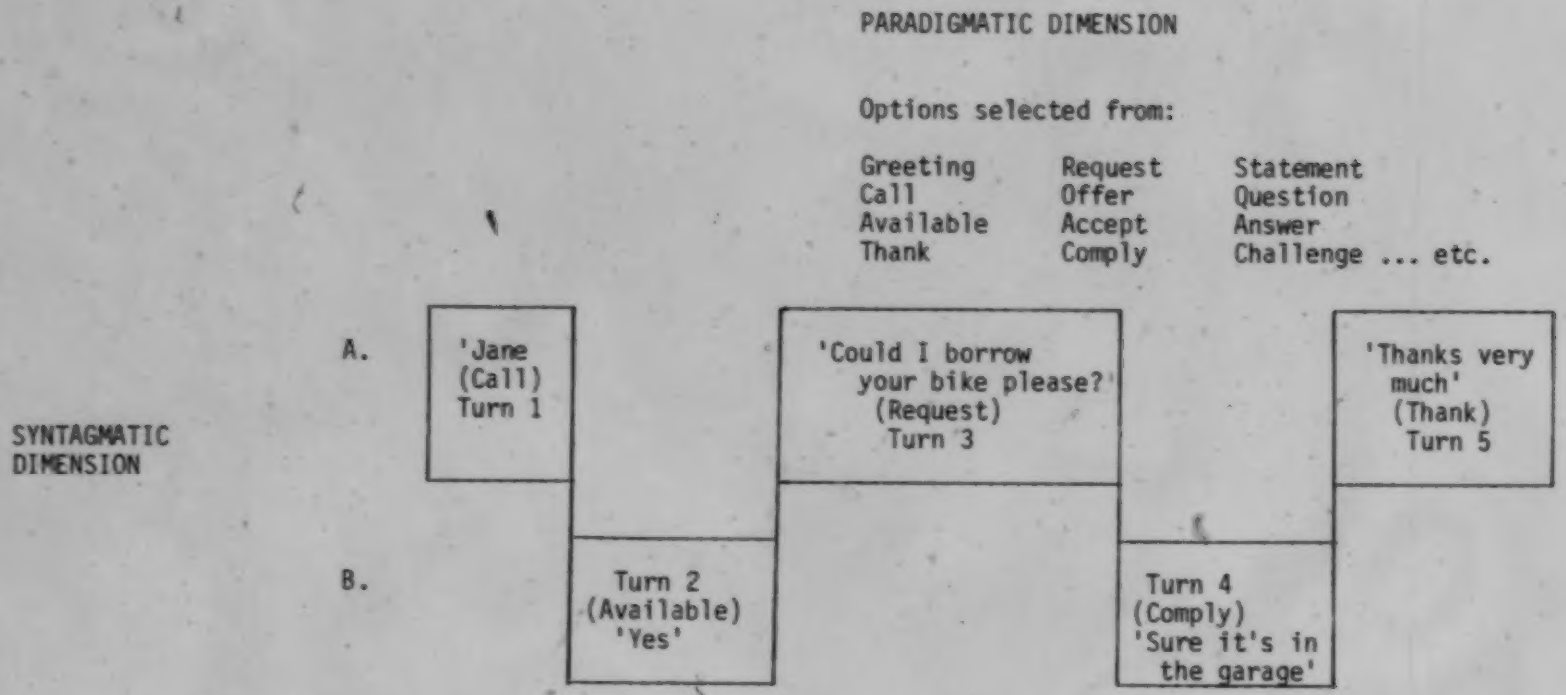
Whereas, the constant use of variations of language structures to initiate context, intent and meaning, provided an adequate and appropriate opportunity for the learning a variety of language structures are learnt, from which children in subsequent situations have the choice of a greater selection of choice of structures, to perform needed communication functions. Thus, according to Wells (1981) language as interaction framework suggests, the language structures, through the linquistic strategy (a) naturally does more than provide a mere turn taking, response contract by the child and father. Instead, according to Wells,

> at a more "delicate" level of (discourse) organization, it will be helpful to think of discourse as having two interrelated dimensions: the sequential chaining in which one turn follows another (the syntagmatic dimension), and the choice as to what is done at each link in the chain (the paradigmatic dimension). (p.27)

The concept of Wells' (1981) syntagmatic and paradigmatic concept of discourse is shown in Figure 5, page 249. According to Wells' framework, the paradigmatic dimension is that which presents the choices to the respondent, based on the structure of the speaker's forms in the previous turn. These could vary, thus enchancing the choices which the respondent has to complete her turn. Replies, or responses therefore, according to this concept, are not unrelated nor are they entirely independent of the speaker's utterances, thinking and the existing context.

Given the foregoing then, it would be agreed from the foregoing excerpts of interactive responses by fathers and mothers, that both the syntagmatic and pardigmatic dimensions of Wells' discourse concept would be fostered to a greater extent in these young children, by fathers than mothers. This assumption is based on the fact that structures used in the adults' turn would communicate an expectation to the child: to reply, not reply, to question, to acknowledge the adults' language intent. Sacks et al (1974) have suggested that the syntagmatic and paradigmatic dimensions are interrelated, therefore they function as a pair: one utterance requires a response. From the foregoing excerpts of mothers' verbal responses, although children did not, or very minimally responded verbally, they nonetheless

Figure 5 . The relationship between the syntagmatic and paradigmatic dimensions of discourse (Wells, 1981, p.36)


PARADIGMATIC DIMENSION
Options selected from:
Greeting
Call
Available
Thank
Request
Offer
Accept
Comply
Statement
Question
Answer
Challenge ... etc.
SYNTAGMATIC DIMENSION
A.
B.
'Jane (Call) Turn 1
Turn 2 (Available) 'Yes'
'Could I borrow your bike please?' (Request) Turn 3
Turn 4 (Comply) 'Sure it's in the garage'
'Thanks very much' (Thank) Turn 5

indicated through later utterances that implicity they did fulfill that paired view of the concept. However, the actual structures of the mothers did not encourage too many choices of response turns. As it were then, mothers merely demonstrated an attitude to constantly initiate without expecting relative response turns from children, unlike fathers whose variety of prospective choice element demonstrated in their structures, actually set up the expectation for the children to share what they knew, what they interpreted the meaning of the context to be, as communicated by their fathers' language. Fathers therefore encouraged their children to initiate and to go on thinking about the underlying problems, through a variety of options of language structures. (See Figure 5 , Wells' relationship between the syntagmatic and paradigmatic dimensions of discourse on page 249.) Based on Wells' turn and move concept in conversation for communicating then, both fathers and mothers have established the basic concept of discourse. However whereas fathers solicited the children's own language to help the process of initiating the context, then demonstrated in addition the need to acknowledge and give information so that a more collaborative atmosphere would be experienced by both adults and children, most mothers predominantly utilized the purpose to give and acknowledge information as they established the initiating of the context of communication. According to Wells, soliciting information possesses greater potential for responses to demonstrate new information whereas, give moves are minimal in facilitating the respondent's need to give new information.

(b) and (c) Asks questions to provide new information

This linquistic strategy has been indirectly covered in the excerpts of discourse given in the foregoing paragraphs, since it was an adjunct to strategy (a). However, it may be useful to indicate here how fathers used this category in a more meaningful way with their children to facilitate the experience of functional language and its underlying meaning. For example, the following excerpts indicate the maximum use to which fathers put this strategy. (______ : focus of new attention; ______ : the new information.)

1. Context: Picture Making With Stickers

   Dyad: Father and Briggs

   Age of Child: 5 years old

FATHER	CHILD
I'll put one on first then you could go ahead and try from there okay?	
	Do I have to and do something?
That's right. We gotta make a picture. So - how you're doing?	
	I'm okay.
What have we got?	
	The space ship.
Okay. Now you pick whatever you want.	
	I already stick this.
What do you think we should have an animal on the bottom walking around?	

FATHER	CHILD
Do you think we should have an animal on the bottom walking around?	
	Let me do that.

2. Context: Story-Reading and Discussion
Dyad: Father and Kenny
Age of Child: 3 years old
Story: The Little Lamb

FATHER	CHILD
	What's that?
Oh! What do you think that is? What's that look like, a bit like a cow, do you think?	
	Uhmm. (Yes.)
Let's find out here's the title of the book. It says, The Little Lamb. Oh! maybe it's about a little lamb eh!	

3. Context: Story-Reading and Discussion
Dyad: Father and Jake
Age of Child: 4 years old
Story: Caps for Sale

FATHER	CHILD
	Read that.
Read what.	

FATHER	CHILD
	This.
What is that?	
	A book.
What do you think books are about?	
	Well, I don know.
Can you tell from the pictures? What are these things?	
	Monkey!

According to an inference which could be made from Joan Tough's (1973) article 'The Invitation to Talk' in *Focus on Meaning: Talking to some purpose with young children*, direct questioning does not invite all children to talk, thus communicating information. What Tough suggests therefore is,

> The way in which the teacher responds to the child's talk will be crucial in determining whether he will continue his efforts or not. (p.66)

The writer takes the position that this suggestion also applies to parents. Of course, the adult-child interactions in the school setting does not hold the quality of rapport which the adult-child relationship holds in the home. In the latter, as indicated to a high degree in this sample, it is much more inimate and trusting. As a result fathers had no difficulty in using direct questions to identify their children's previous knowledge of the given context, and to tap their thinking as far as the intention of the communication should convey to both participants in the dyads. Tough suggests that different children need adults to communicate in language structures which fit their psychological confidence in their ability to use their language functionally.

In examining the excerpts of the mother-child dyads, mentioned earlier in this chapter, we see that the approach of maximizing the give turn in interaction did not stimulate as much varied and meaningful discussion. Nevertheless, according to Tough's thinking children yet did not violate the principles of communication, and much about their level of understanding of the meanings of the contexts were assumed to be in tune with those of their mothers'. Given that these children needed a less than direct questioning strategy in order to sustain conversation, the give option did not, however, elicit longer response contributions to the context. Neither did it provide child-initiated directions in which the thinking about the contexts would go. Basically, the responses which children contributed to mothers were those which functioned to maintain a harmonious relationship rather than to motivate continuous initiate-give responses. This approach affords too much opportunity for mothers to loose the valuable contributions of their children's points of view in the initiating segment of conversation for communicating in context. Based on the views of Tough (1973) and Wells (1981), this attitude could ultimately inhibit the process of helping the young child to talk for the other person and not only for self. On the other hand, the variety in fathers options given to their young children, have contributed towards helping children into what Tough (1973) calls,

> the conventions of holding a (meaningful) conversation - the first step to helping them to use talk for thinking. (p.75)

(d) Statements which seek clarification of meaning intention

The need to be continuously in tune with participant's intentions in the communication process, is, as the writer has stated earlier, a crucial element in successfully experiencing shared meaning in context, and for facilitating subsequence coherence in thinking. Given these assumptions, a further assumption will be made by the writer: that if young children demonstrate the strategy of questioning to seek clarification, this indicates positive evidence that they are in tune with the conventions of meaningful communication to share meaning. It could be further assumed that if this strategy is encouraged, there could be an acceleration of the process of becoming a confident communicator, at the child's level of maturity. Encouragement of this strategy will further provide constantly, a supply of language structures which will vary every social and physical context in which children have to interact. At the same time in which this is encouraged by the adult, children will have opportunities to learn, new structures, to reinforce language structures which the children already have; new functions through which they can make language work for them, and, ultimately to provide them with an opportunity to focus on the sense which language encourages them to make of the world: those physical and social contexts in which they find themselves.

The analyzed data indicate that both fathers and mothers continually sought to ensure that they sustained the communication about given contexts, to a great degree on the assurance they got when checking whether they were in tune with their children's meaning intentions. However, by a narrow margin, most fathers continued to ascertain this by a variety of language options (see Figure 5, page 249). Examples of excerpts which emplify some of the language options which fathers used to ensure that they were in tune with their children's meaning intention are described in the following. (_____: adult lexeme; ______ : options to which child is exposed.)

1. Context: Story-Reading and Discussion
   Dyad: Father and Jake
   Age of Child: 4 years old
   Story: Caps for Sale

FATHER	CHILD
Can you walk with all those balanced on top like that? That would be pretty tough wouldn't it?	
	Yeah. It would be pre-tty hard.
Pretty hard eh?	
	And those are old hats? They're for old men.
You think so? Do just old men wear hats? Your dad's got a hat.	
	Uhmmm. That's a Casey one.

(Solicits information through questions and gives information)

2. Context: Story-Reading and Discussion
   Dyad: Father and Jake
   Age of Child: 4 years old
   Story: Caps for Sale

FATHER	CHILD
	There's that meaning again.
Yes. Do you think they're saying - No, are they?	
	I think so.
How do you think he'll get his caps back?	
	I don't know. Shake it. I think he'll shake the branches.
Oh. I see	
	Dad, guess what he should do?
What?	
	He shouldn't rest until he finds somebody to take his caps. Cause he was trying to find somebody to take his caps ... so it's easier to let them have them.
So, if he finds somebody to take the caps, he will get money to buy lunch. (Gives information.)	

Mothers have also demonstrated the need to monitor children's language and actions in order to clarify their meaning intention. The following excerpts exemplifies this.

1. Context: Story-Reading and Discussion

   Dyad: Mother and Ranny

Age of Child: 4 years old

Story: Caps for Sale

MOTHER	CHILD
(See original text in Appendix .)	
	Well, he could charge fifty cents because they ought have buyed some, right.
You mean, you think he's charged too much for them. And may be that's why they're not selling. How did the man get his caps back?	
	When then threw he started to get real mad and he started to walked away, then he threwed his cap on the ground ... then the monkeys threwed their caps, hats from their heads and thew them all down.
Yes. The monkeys watched him and everything he did, they did. Didn't they?	
	Uhmmm.

(Options: Give information; question; acknowledge by rephrasing child's running commentary.)

2. Context: Story Reading and Discussion

Dyad: Mother and Jake

Age of Child: 4 years old

Story: The Little Lamb

MOTHER	CHILD
Do you think you'd like to have a lamb like that Jake?	
	Yeh. But I won't take it to a birthday party.
No. I don't think that would be a good idea to take it to a birthday party, would it?	
	I would take it back to the farm. With its own type.
You mean you would take it back with the other sheep on the farm.	

(Options: Questions, acknowledge, statement of paraphrasing child's utterance.)

3. Context: Picture Making With Stickers

Dyad: Mother and Vanny

Age of Child: 5 years old

MOTHER	CHILD
Do you know what those things are called?	
	Uhmm. This one's sails, sails, sails. That's sails. That's sails. (Seems to be pointing

MOTHER	CHILD
	and labelling other examples of sail boats.)
	These two are not sails.
Oh, yes. Those other ones are sail boats to.	

(Options: Questions, give information)

4. Context: Playing With Magnet Kit

Dyad: Mother and Mealie

Age of Child: 5 years old

MOTHER	CHILD
	No. You can't use that one.
Why not?	
	Because it's not metal.
Ah-ha-aa-a. Do they have to be metal?	
	Ye-ah.
Okay. Let's try something else.	
	Let's try. It sticks.
Yeah. It's metal too.	

(Options: Question, request for new action; acknowledge.)

Basically, the options of approaches which mothers exposed children were to direct their thinking to observe cause and effect, to defend their positions and thinking, doing it all through the use of their language structures. Like fathers, mothers recognized the need to use the language options stated in the foregoing, in order to help the children to share what they intended to mean. Both fathers and mothers demonstrated the recognition that young children need to know that what they intend to mean can be expressed in other structures: more economical ones, and with less running commentary. While their expectations are not that their young children should produce precise structures, they nevertheless demonstrate the need to expose their children to them anyway. These structures later become the approximate adult structures which parents anticipate will free their children's thinking from the more concrete, here-and-now thinking, through language. Through the latter, parents seem unconsciously to foster what Vygotsky (1962) implies about language for freeing one's thinking and ability when he says,

> What the child can do today in co-operation, tomorrow he will be able to do on his own.

(e) Statements which direct actions in order to provide an adequate representation of verbal interactions

In the data collected, fathers also capitalized on the opportunity of helping their young children's language fit their physical actions in contexts. As it were, parents, especially fathers, used language structures with their young children to make sense of the contexts in which their social interactions take place. Success in this is realized by the continuous use of language to create new context which would help the child to learn, clarify, and extend meaning. Wells calls this, the constitutive process of sharing meaning. More than ninety percent of the participating fathers used this process to ensure that their children consciously become aware of the language which matched their actions in context as they learnt the meanings which underlay those actions. Basically then these fathers made efforts to analyze feedback information in order to help children to be more selective and discriminating in order to better understand the casual relationships of actions, and the meaning underlying language structure. Examples of efforts to analyze children's language structures, to help them to be more selective and to discriminate, for experiencing shared meaning, follows.

1. Context: Story-Reading and Discussion

   Dyad: Father and Nelly

   Age of Child: 5 years old

   Story: The Little Lamb

FATHER	CHILD
Look at that!	
	And then he ... and he picked them up (split apples).
I don't know if he picked them up. Lambs would have a tough time picking them up. I guess he could pick them up with his mouth though.	
	And he ... and how did he do that?
Well, it looked as he's doing trying to sort this out to say sorry.	

   (Discriminating; selecting the most appropriate idea to communicate a more realistic thought.)

2. Context: Picture Making With Stickers

   Dyad: Father and Jake

Age of Child: 4 years old

FATHER	CHILD
	This space ship goes here.
Ah. It's blasting off eh. See how it'll fly out into outer space.	
	No but these here are already in space.
Which one's that? The flying saucer?	
	Yeh. The flying saucer. The flying saucers are there.
Do you think there's people in there?	
	Yeah.
Maybe they're on their way to the moon.	

3. Context: Playing With Magnet Kit

Dyad: Father and Ranny

Age of Child: 5 years old

FATHER	CHILD
	This goes right through here, doesn't it?
Yeh. It goes like this one. See how many it can pick up.	
	This is because this little things light (paper clips).

FATHER	CHILD
Yes. But it's because its another reason. Try it to see what else it will pick up.	
	Uhmm. (Okay.)

In this first of these excerpts the father does not throw out his child's initiating statement which indicated a literal and concrete meaning of, apples being spilt should only be picked up, and only hands pick up spilt objects. As a result, since the lamb spilt the apples, then by some means he must have picked them up. The father thus uses this information to provide an opportunity to discriminate more finely as to the most logical reason whereby the lamb could have picked up the apples. New information was given to the child to see a more appropriate perspective of the context. To this father, the observation was made that within his child's language structures there was an implied indication that he did not have enough information of the working concept in this context. As it were, the context meaning relationship was yet immature. The father's analysis, selective vocabulary and verbal discrimination therefore helped to establish that relationship for the young child, thus creating another opportunity for sharing meaning.

In excerpt 2, in addition to foregoing roles which the father's language played in excerpt 1, the father's language contributions to the context initiated by his child, serves to extend his child's imaginative thinking. Here then, the adult serves the role of being the source of valuable and interesting information. The latter then facilitated further extended thinking about similar real life experiences which the child has acquired from a more concrete source: the television.

This approach then sets the stage for language development which frees the young child from the presence of the concrete information and forces him to see, through his father's language structures, the relationships of similar objects and how they function. In short this father, through his language structures, sustains the conversation, extends the child's understanding of how a group of space objects function, thus generalizing from one space object to a set of such objects; all the while using his child's language and thinking clues to maintain his interest and that thinking.

In excerpt 3, yet further positive linquistic development is fostered. Here, the father, through his responses to the child's declaration of cause and effect actions of the magnet sticking to specific objects, has presented alternative choices which would influence the child's thinking of the meaning of the given context. He suggests, in reply to his son's "This is because this little things light", that, that may be so, "But because it's another reason. Later, after encouraging the child to explore in order to discover the alternative reasons, he verbally gives those alternatives as his child predicted and confirmed his predictions through manipulating the materials.

Fewer mothers, on the other hand used an indirect way of giving information for redirecting children's actions to match their meaning as communicated through their language. Although they nevertheless succeeded in redirecting actions the option of language used to do this did not require, to any extent, that the child would seek to clarify the adult's intention of the new information. In the following excerpts which reflect some mother conciousness of the need to encourage children to explore and predict through actions and language, in order to refine their meaning. The first three excerpts further exemplify the adult's need to encourage tentativeness, in projecting reasons for causes and effects, as against, the latter four mothers who encouraged fixedness: only one solution to inquiry of thinking.

1. Context: Playing With Magnet Kit

Dyad: Mother and Mealie

Age of Child: 5 years old

MOTHER	CHILD
1. Will it stick?	
	2. No.
3. Why not?	
	4. Maybe, because it just won't.
5. Maybe.	
	6. Or maybe because it's made of ...
7. Maybe because it's made of metal.	
	8. It's made of metal.
9. Do you know why? Because there are some kinds of metals that won't. And copper won't stick.	

Here, the use of the tentative word, "Maybe" by the child, puts the mother in a position where her response should reflect, not only one possible answer, but instead, a generating of more than one solution. Hence, the response in 9. Not only has she confirmed the hunch of t meaning of cause and effect which the child generated, but she feels the need to assure him that many more complex ideas are involved. In doing this, she has offered her child not only meaning of context, but also additional language structures which will help her to express the knowledge of the other alternatives which she also gave to her.

2. Context: Story-Reading and Discussion

Dyad: Mother and Jake

Age of Child: 4 years old

Story: The Little Lamb

MOTHER	CHILD
(After the lamb split a basket of apples)	
1. He's a mischieveous little guy, isn't he?	
	2. Maybe, he didn't know that it was there.
3. I guess he didn't know it was there.	
4. Probably he didn't know that all those apples were in there eh? You think?	
	5. I don't know. Maybe.

In this excerpt, the adult very emphatically communicated a value judgment of the lamb's behavior to the child: 1. However, she later changes her approach to the child's thinking when the latter responds by indicating that it may be so, but it could be as a result of other causes. The lamb may not have known that those apples were in the basket. As a result of the child's tentative responses, the adult felt an urge to facilitate the way her child was thinking about the context, hence her subsequent responses have been structured to acknowledge and encourage that tentativeness in thinking about causes and effects. Thus the adult modified her language structures in order to help the child believe that there could be a wider set of alternative interpretations based on the clues which helped to motivate his trend of thinking.

3. Context: At Supper With The Family

Participants: Father, Mother, Jake and Sister

Age of Child: 4 years old

FATHER	MOTHER	CHILD	SISTER
1. Didn't you find any tennis balls?			
		2. I din't. But mum did.	
	3. Well, I learned. Actually, I learned quite a bit today. How to keep score. I had forgotten completely that you		

FATHER	MOTHER	CHILD	SISTER
	don't have to be serving together to get a point.		
4. That's not important. It's more important to know how to hit the ball first.			
	5. Well, I shook ... the ball back. At least I'm starting.		

In this case, both mother and father have presented a variety of speech functions which would lay the basis for the child's later actions and thinking. As a result of the adults' language and thinking, the young child learns that one's view point could be challenged, could be defended, could be recalled, could be explained and could be used to evaluate past actions to make sense in present context. Before the child demonstrates the ability to communicate the entire sequence of events which he initiates in recounting part of his day's activities, he is provided by the alternatives of responses through language, the underlying meaning, as well as the structure of sequencing events of context, thus also learning of sequencing one's thinking of the contexts.

On the other hand, to a limited extent, mothers in the following excerpts do not provide as many alternatives for their children language and thinking in context through the given interaction.

1. Context: Playing With Magnet Kit

Dyad: Mother and Linda

Age of Child: 5 years old

MOTHER	CHILD
1. Can you pick up this? (elastic)	
	2. No.
3. Why?	
	4. Because it's not gold.
5. What is it?	
	6. It's only plastic, so it can't pick it up.
7. And what's the difference between this? Why - Can this ... Can this stretch like an elastic?	
	8. No. Cause, cause it holds our paper and stuff.
9. Yeah. That's what it does,	

MOTHER	CHILD
but that's not what it's made of. We're talking of what it's made of. I'm trying to find out why that magnet will pick up this paper clip and not pick up that elastic.	
	10. Why it won't pick up that elastic?
11. What's the difference between the two?	
	12. It can't stretch like the the other one.
13. It's not metal.	
	14. It's not metal.
15. It's gotta be a metal okay?	
	16. Yeah.
17. Can it pick up this?	
	18. No.
19. Are you sure?	
	20. No. Oh, yes.
21. How come it pick up?	
	22. Because it's made of wood.

This excerpt provides a unique example of the young child's limited knowledge of a specific experience and also an example of how the lexeme vocabulary, of the adult could impede the child's ability to extend his own meaning as well as shared meaning which could be understood from the adult's language. In the verbal contributions expressions contributed by the adult prior to the given excerpt discussed here, the adult established, on the basis of a colour attribute , that the magnet usually attracts objects which are "gold". It would be observed thus, that to generalize about why the magnet would not pick up the elastic, she assumes that the only correct answer could be that, "because it's not gold". In prior responses, the mother did not offer the specific answer to the cause and effect as they related to the context at that time, in addition to providing language for subsequent thinking about other ways which would or would not be picked up by the magnet. A firm solution to the prior question to explain cause and effect was already established. The adults subsequent utterances grew in number in order to help the child to discriminate about other causes and effects and eventually, being unsuccessful in achieving results from direct questioning inductively, she finally gives another final solution to the child's observations.

It will be observed, however, that as a result of the structure of the adult's questions, the child's attention could only have been focussed on, the physical and functional attributes of the objects with which she interacted. (See doubly underlined responses in the foregoing 4, 6, 8, 12, 22.) Perhaps, a modification and a reconstruction of the adult's language structures would have directed the child's attention to explore with the total set of materials in order to identify, and sort, those materials which are attracted to the magnet, and those which are not. The intention of the adult therefore, could have followed the child's exploration. Then, perhaps, she may have been able to clarify the meaning and thinking, relevant to the cause and effect context. The child's responses stated herein, also indicates that this child is still deeply involved in learning and thinking in very concrete context. The adult's language demonstration and linquistic strategies should therefore have attempted to help the child to explore, reflect on the happenings in the experience and to expand her ideas on the basis the meaning they had for her. While, how and why questions do soliciting language, therefore soliciting how one is thinking, in this case, (Tough, 1973) they do not necessarily help to refine children's thinking if too much is implied in the adult's question structure. Nor do they specifically communicate clearly, what the intent of the questions are. This therefore sets up some confusion in the child's mind. The adult's language therefore inhibits the development of speech as an accompaniment for communicating thinking, rather than facilitates it.

SUMMARY

From the foregoing, it was pointed out that through the use of Categories 2, 5, 6, 8 and 25 outlined in Chapter III, and defined in Appendix , fathers capitalized on the use of 2, 5 and 6 to help their young children to make maximum meaning of the context in which they interacted, through the redirection of their actions and through the structure of language used by fathers.

Mothers, to a lesser extent, also made such contributions using Categories 2, 5 and 6. However, using Categories 8 and 25, both fathers and mothers (very small difference) helped to reine the meanings which their children held of their ideas relative to other contexts.

Once again, it will be agreed that fathers contributed as much towards facilitating the development of functional language development and meaning, through the interactive-constitutive process as posited by Wells' (1981) framework.

V. SUMMARY AND IMPLICATIONS

The purpose of this study was to analyse and describe the linguistic strategies used by fathers in order to determine the contributions which they made towards their young children's language development, through the interactive-constitutive process.

The subjects were eight fathers and mothers, their pre-school children and other members of the eight families. Each father and each mother interacted along with the child subject during two tasks: story-reading and discussion and a play activity using stickers to make and discuss a picture, and with a magnet kit. These activities were designed by the researcher. Fathers, mothers, the child subject and all other family members interacted at a family supper. The verbal responses from each task were tape-recorded for a minimum period of forty minutes by the parents in the absence of the researcher. The linguistic strategies used by fathers, mothers and child subject indicated in the tape-recorded responses were analysed quantitatively and qualitatively using twenty five categories based on Wells' (1981) framework of triangular communication.

As indicated, fathers showed as significant range of use of a variety of linguistic strategies as mothers, whereby they contributed towards sharing knowledge and meaning of the interactional contexts with their young children. Category 2, 3, 4, 5, 6, 7, 8, 9, 10 and 25 were most used by all fathers and mothers. These were defined as positive strategies for fostering language development in the interactive constitutive process. The least used categories were 19, 20, 21, 22 and 23. These were defined as strategies which would impede young children's development as competent communicators.

While categories 2, 3, 4, 5, 6, 7, 8, 9 and 10 were used in every family, each subject in each family varied considerably in the frequency of use over each task. This indicated that in the participant role of conversation individuals do adopt and modify the use of various language structures to communicate shared understanding. Fathers however, utilized the questioning strategies to extend their children's thinking, whereas mothers used more telling strategies to achieve the same purpose. The child subjects demonstrated as much ability to use a variety of strategies to communicate through limited language structures.

Generally the patterns of linquistic use indicated the following:

a) Fathers, as well as mothers who talked with their children wanted at all times to establish the fact that talk should make sense if communication would take place.

b) Fathers, as well as mothers, indicated that talking helps to develop a knowledge of forms and meaning simultaneously. One is not set aside to be taught while the other is developed.

c) Fathers, as well as mothers, indicated that meaning can only be verified by what is talked about. Learning then is facilitated by language.

d) Fathers, as well as mothers, recognized that it was important to communicate in adult language forms with their young children, but that the levels of knowledge sharing should be demonstrated through action and talking, adequate to suit the child's level of understanding.

e) While fathers, as well as mothers used actions and simple adult language forms to communicate, their use of intonation, repetition and reconstruction were used to ensure that meaning and intent were established and maintained during each interactive context.

f) Fathers, as well as mothers, demonstrated the ability to communicate modified versions of concepts pertinent to the contexts, without conveying any less important facts relevant to the contexts, to their young children.

g) Throughout the tasks fathers and mothers demonstrated the awareness that young children talked to mean. As a result they facilitated the development of forms while they fostered the development of meaning. However, they always focussed on the need to mean.

Fathers therefore made as much contributions
to their children's language development.

LIMITATIONS OF THE STUDY

The sample utilized in this study was quite small, thus preventing any generalizability beyond the subjects who participated. A larger sample would have indicated greater differences or similarities in use of strategies among people of more varied, occupational and educational backgrounds. Such generalizability would have reinforced the importance of the quality of language interactions towards facilitating the development of thinking and communicating.

THEORETICAL IMPLICATIONS

Parents demonstrated degrees of awareness of the fact that young children who participate in verbal interactions with adults are consciously aware of the idea that the utterances which the latter use should make sense. That is, the language which adults use must mean something if meaningful responses are desired from young children. Parents also demonstrated the concern that if they would help their young children to develop language competence to facilitate meaningful communication and thinking, then they constantly need to know what their children's language structures are doing for them. When this knowledge is ascertained, only then are they confident about what else they could do with their adult language to facilitate the development of what their children already have. Parents, both fathers and mothers closely observe and subtly test their young children's knowledge of language and meaning in interactive contexts. They then make the most meaningful diagnosis of these children's language needs for developing into better communicators. Using their varying techniques of utilizing numerous linguistic strategies in a reciprocal way, parents strive both consciously and unconsciously to help their young children develop those structures which approximate adult structures and to comprehend their underlying meanings. However, research seems to indicate that this approach is largely confined to the roles of caregivers and others in the home environment.

The diagnosis of young children's language development needs in school do not seem consistent with this interactive constitutive framework which is characteristic of the parents and home environment. Whereas the emphasis of the school seems to focus on the development of young children's lexicon, that is word forms, parents, through the interactive constitutive approach focus on the children's development of a lexeme, that is a vocabulary which facilitates the learning of how to mean (Halliday, 1975).

While this study utilized a very small sample of subjects to investigate language learning as an interactive constitutive process, its primary attempt has been to establish a working framework for future research which could bridge the gap between the home and school in diagnosing language development needs towards more meaningful ends in communicating and thinking. The basic working assumption which the adults in the school environment should form from the diagnosis of needs within this interactive-constitutive framework is that each child, as she engages in reciprocal verbal interactions hypothesises that language is meaningful. If the adults in the school environment then could recognize and accept that the surface structure, or structural forms of young children's language provides insufficient information on what the latter know about language and how it functions, then a taxonomic scope for further research into developing new theories of identifiable variables which best facilitate language development as a continuity of the interactive-constitutive approach used by parents in the home, could be conceptualized.

Although this framework seemed adequate to examine fathers' contributions towards their young children's language development, its application to the early childhood classroom setting may create a better understanding of the fact that school experience is only another extension of the world which children already have. As such then, through this framework an emphasis on extending meaning, and not only extending the structural forms which they bring to the school could be the most sound foundation on which cognition could be facilitated across the curriculum. This in turn will provide new information on the cognitive deficit classroom theory of classroom learning.

RESEARCH IMPLICATIONS

Several studies have been done to investigate how young children cope with the function of the language of school. The results from this small sample only provides an insight into the consciousness that fathers, as well as mothers demonstrate in acknowledging that,

> the search for meaning, the process of making sense of the world is central to a child's development of language (Smith, 1975, p.176)

How the adult in the home and school environment use language to facilitate young children's search for meaning in the process of making sense of the world depends to a great extent on the values which the adults hold for young children's language learning. Given that the basic assumption which shape their valuing of young children's language learning are: a) that it provides a sound foundation for facilitating thinking and that b),

> children seem to have very little left to learn about the fundamentals of their native language by the time they come to school (p.169)

then adults in the school will also value highly, the need to ensure that knowing about language would be,

> broader than the study of grammar and more reflective of the basic nature of language as a social and communicative tool (Dillon, 1980).

This attitude therefore implies that the language interactions of the adults and children of the classroom should reflect partnerships, reciprocation, variation with context, and a meaningful dynamic process. This holds yet another implication for the adults in the school environment: their view of the child.

Given that such a view recognizes the child's need to use the knowledge of language to facilitate his social and communicative functions, then, the need for further research, using the given framework would seek to answer basic questions of the process of language learning in the interactional setting of the classroom. Some of those questions which would provide better insight into the linquistic strategies which adults use to create partnership in developing communicative competence and social functioning would be:

a) What are the dominant linguistic strategies which adults use in guiding children's comprehension of the world of the classroom?

b) How do the language structures which adults use to children change with varying contexts?

c) What forms of knowledge reconstructions do adults use with young children to share meaning of knowledge at varying levels from varying experiences?

Longitudinal studies which would explore these questions may provide new thinking about the theories of mismatch of home and classroom experience across socio-economic, ethnic, and varying family structure backgrounds.

PRACTICAL IMPLICATIONS

Cazden's (1981) paraphrase of the Duchess' reply to Alice as they debated the use of language to mean,

> Take care of the functions and the forms will take care of themselves,

seems appropriate to capture the writer's view of the practical implications of this study. The results of the comparison between the linguistic strategies which fathers used and those which mothers used to share meaning clearly indicates that fathers are usually flexible to facilitate what their children were thinking. Fathers observed their children's physical behavior in relation to their talk and on that basis, they extended what seemed to make sense in the children's actions and speech. Thus fathers allowed or encouraged the initiative for making sense or meaning of language to come from within their young children. Fathers therefore constantly strove to establish, what Wells (1981) terms a state of intersubjectivity: each trying to agree, to construe ideas similarly. As it were fathers seemed to be trying to get into their children's heads to ensure that they could identify the most appropriate ways to share their adult knowledge by incorporating their children's level of such knowledge. Fathers therefore basically accepted and responded to the meanings underlying their children's utterances.

The interactive constitutive framework which was utilized in this study revealed great potential for looking at young children's language development facility from a holistic perspective. It suggests a way to facilitate children's language development towards the ultimate function for which language is learnt; that is, for mastering language and for understanding and being understood. Parents demonstrate awareness of this ultimate function and foster it in their verbal interactions with their children. When these young children come to school, they therefore bring with them an expectation which they already hold of the meaningful functions which adult language is supposed to convey. Any contrary discovery therefore would create a confusion in their minds and thus make them wary of verbalising. Consequently, their thinking and measurable performance will be affected.

To ensure continuity of what parents have already fostered in language development, this framework could be applied in the early childhood classroom to:

a) Analyze the language which teachers use to young children to facilitate common understanding.

b) If the assumption that teachers accept the importance of the opportunity for children to initiate verbal interaction, this framework would facilitate the determination of what types of language development facilities could be planned, in conjunction with children, to help them develop the lexeme which they need to communicate their thinking clearly and competently.

c) Parents and teachers could learn to understand the importance of encouraging children to talk in a variety of contexts, as only through talk will children's development of language for functional experiencing of their world take place.

d) Teachers could develop a new attitude towards the view of language deficits in young children when they come to school. Instead of determining that children in themselves have these deficits as a result of their parents per se, they could view the varied language differences as variations of types of physical, social and other interactional experiences which parents encourage. Whatever these variations however, no parent intentionally minimizes the functional development of his or her child's language.

e) Both parents and teachers encourage children to pursue tasks which lead them to learn through exploration and discovery and to question the relationships among the operations of aspects of the tasks in which they participate. As children express their perceptions of relationships, parents and teachers could provide the appropriate language to match those perceptions, which they often express in limited, or non-precise structures.

f) Parents and teachers could accelerate the development of their young children's language by using, and encouraging the use of positive linquistic structures as defined in the foregoing chapter.

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APPENDIX A

ORIGINAL TEXT OF STORY A
READ AND DISCUSSED BY PARENTS

CAPS FOR SALE by Esphyr Slobodkina

(Illustration: Protagonist with his seventeen hats on a sunny day.)

Once there was a peddler who sold caps. But he was not like an ordinary peddler, carrying his wares on his back. He carried them on top of his head.

(Illustration: Peddler on his way to sell his caps.)

First he had on his own checked cap, then a bunch of gray caps, then a bunch of brown caps, then a bunch of blue caps, and, on the very top, a bunch of red caps.

(Illustration: Peddler on his way to sell his caps.)

He walked up and down the streets, holding himself very straight so as not to upset his caps.

As he went along he called, "Caps! Caps for sale! Fifty cents a cap!"

(Illustration: Peddler on his walk to sell his caps.)

One morning he couldn't sell any caps. He walked up the street and he walked down the street calling, "Caps! Caps for sale!. Fifty cents a cap."

But nobody wanted any caps that morning. Nobody wanted even a red cap.

He began to feel very hungry, but he had no money for lunch.

"I think I'll go for a walk in the country." said he. And he walked out of town - slowly, slowly so as not to upset his caps.

(Illustration: Peddler sits under a tree with his caps still on his head.)

He walked for a long time until he came to a great big tree.

That's a nice place for a rest, thought he.

And he sat down very slowly under the tree and leaned back little by little against the tree trunk, so as not to disturb the caps on his head.

(Illustration: Peddler sits under a tree.)

Then he put up his hand to feel if they were straight - first his own checked cap, then the brown, caps, then the blue caps, then the red caps on the very top.

They were all there.

So he went to sleep.

(Illustration: The sunny scene.)

He slept for a long time.

(Illustration: Peddler sitting under the tree - awakened, but with none of his sixteen caps on his head.)

When he woke up, he was refreshed and rested.

(Illustration: Peddler discovers his missing hats.)

But before standing up he felt with his hand to make sure his caps were in the right place.

All he felt was his own checked cap!

(Illustration: A startled peddler looks for his caps.)

He looked to the right of him.
He looked to the left of him.
No caps.

He looked in back of him.
No caps.

He looked behind the tree.
No caps.

(Illustration: Peddler looks for his caps.)

Then he looked up into the tree. And what do you think he saw?

(Illustration: Double-paged spread with sixteen monkeys on the branches of the large tree.)

On every branch sat a monkey. On every monkey was a gray, or a brown, or a blue, or a red cap.

(Illustration: Peddler looks at the monkeys with caps on - in the tree.)

The peddler looked at the monkeys. The monkeys looked at the peddler. He didn't know what to do. Finally he spoke to them.

"You monkeys, you", he said, shaking a finger at them, "you give me back my cap."

But the monkeys only shook their fingers back at him and said, "Tsz, tsz, tsz."

(Illustration: Peddler shows anger at monkeys in the tree.)

This made the peddler angry, so he shook both hands at them and said, "You monkeys, you! You give my back my caps."

But the monkeys only shook their hands back at him and said, "Tsz, tsz, tsz."

(Illustration: Peddler is angry at the monkeys in the tree.)

By this time the peddler was really very, very angry. He stamped both his feet and shouted, "You monkeys, you! You must give me back my caps!"

But the monkeys only stamped both their feet back at him and said, "Tsz, tsz, tsz."

(Illustration: The peddler becomes very angry at the monkeys.)

At last he became so angry that he pulled off his own cap, threw it on the ground, and began to walk away.

But then each monkey pulled off his cap ...

(Illustration: Peddler looks at the monkeys in the trees as each takes off its hat.)

and all the gray caps, and all the brown caps, and all the blue caps, came flying down out of the tree.

(Illustration: Caps come tumbling down.)

So the peddler picked up his caps and put them back on his head - first his own checked cap, then the brown caps, then the blue caps, then the red caps on the very top.

(Illustration: The peddler collects his caps.)

And slowly, slowly, he walked back to town calling, "Caps! Caps for sale! Fifty cents a cap!"

(Illustration: The peddler goes a-selling once again.)

APPENDIX B

ORIGINAL TEXT OF STORY B
READ AND DISCUSSED BY PARENTS

THE LITTLE LAMB by Judy Dunn

(Double page spread illustration)

(Female protagonist and three-quarters of double spread illustration of a farm yard)

> One afternoon in early spring,
> Emmy walked over to the
> Wetherbee Farm. There were
> twenty newborn lambs in the
> flock, and Emmy
> couldn't wait to see them.

(Female protagonis, with stick in hand gazes on the flock of sheep and two picures of one lamb each: one white and one black.)

> All the lambs had long, wobbly legs and little pointed hoofs. Most of them were white, but a few were black. Emmy stood on a rock and watched them follow their mothers into the barn.

(Illustration: Female protagonist stands over white lamb. Legs of farmer and lamb visible.)

> Mother sheep usually keep their babies close to them but one little white lamb wandered away from the flock. He seemed to be lost. Baa-baa-baa, he cried. Emmy jumped off the rock and the little lamb

(Two illustrations of protagonist cuddling the lamb.)

> Mrs. Wetherbee asked Emmy if she would like to take care of the lamb until he was big enough to come back to the flock. He had a twin brother and their mother did not have enough milk for two babies.
>
> Emmy was so happy she bent over and kissed the little lamb. Then she gently picked him up and carried him home.

He was cuddly and warm, and she could feel his heart beating. Emmy decided to call her lamb Timothy.

(Full page illustration of protagonist cuddling lamb.)

(Three photographs of female protagonist feeding lamb.)

That evening Emmy heated milk for her lamb. She sat down under the maple tree and gave him his bottle.

At first he wiggled and chewed the rubber nipple. Warm milk dripped all over Emmy. But Timothy quickly learned to sit still and drink his milk.

(Silhouette of protagonist and lamb.)

Emmy was a good mother to Timothy. She fed him twice a day, and gave him plenty of love. Soon Timothy followed Emmy wherever she went.

(Three photographs of lamb eating.)

By summertime the little lamb didn't need to drink milk from a bottle any more. He was big enough to eat grain out of a dish. His fleece had grown thick and woolly.

Emmy put a collar and bell around Timothy's neck. He slept in the barn, curled up in the warm straw outside the horse's stall.

(Full page photograph of head of the horse eating in hay.)

(Three photographs: the lamb, cat in the grass, bee on a flower.)

On sunny, summer days, Emmy and Timothy went to the fields together. While they played hide-and-seek, Midnight the cat chased after bumblebees.

Emmy would hide in the tall grass. But sooner or later, Timothy always found her.

(Full page illustration of protagonist hiding in the grass.)

(Three quarter double-spread page illustration: protagonist with lamb sitting in the grass.)

When Timothy was tired, he plopped down to rest on Emmy's lap.

(Full page illustration: protagonist decorating lamb with a necklace of dandelions.)

(Three photographs of protagonist and lamb having fun with the necklace of dandelions.)

Sometimes Emmy liked to make dandelion chains and pretend she was a princess. The only trouble was - Timothy ate the dandelions.

(Two illustrations: the lamb goes to bed.)

When Emmy wasn't around to play, Timothy always seemed to get into mischief. He would rub his back against the sheets on the clothesline, or jump into the laundry backet for a nap.

One morning Timothy tipped over a basket on the proch. Bumpity-bumpity-bump. A whole bushel of apples bounced down the steps.

(Full page illustration: lamb tips over a basket of apples.)

(Three photographs of the lamb feeding in the garden.)

Then Timothy scampered into the garden. He ate the tops off all the radishes and trampled the lettuce plants.

After that he started eating the primroses.

(Three illustrations: protagonist administers medication to the lamb.)

Emmy found Timothy hiding behind the house - full of vegetables and flowers and feeling quite sick. She poured some medicine into a spoon and Timothy swallowed it all.

(Full page illustration of protagonist bathing the lamb.)

(Four illustrations: protagonist bathing and cuddling the lamb.)

The next day Timothy was feeling fine. Emmy decided to give him a bath. She wanted him to look his best because they were going to a birthday party.

Emmy filled the washtub with warm, soapy water and scubbed Timothy's ears and chin. She shampooed his fleece until it was soft and white.

Then she rubbed him down with a fuzzy towel. Later on, when he was dry, she combed his woolly coat.

(Protagonist and lamb.)

Emmy's father drove them to the party in his truck. Emmy was wearing her party dress, and Timothy had a new purple leash.

(Three illustrations: the lamb goes to a birthday party.)

The birthday party was lost of fun. All the children wore paper hats, and bright balloons hung over the table.

When the children sat down for ice cream and cake, Emmy tied her lamb to the table to keep him close.

Suddenly ...BANG ... a balloon popped!

(Two illustrations: the upset birthday table.)

The loud noise frightened Timothy. He tried to run away. The table collapsed, the ice cream spilled, and the cake slid to the ground. What a mess! That evening Emmy's father said Timothy was getting too big to keep as a pet.

(Full page illustration: the lamb among the spilt party objects.)

(Two illustrations: Protagonist takes the lamb for a walk.)

Early the next morning, Emmy walked Timothy to the Wetherbee Farm. She hugged Timothy's woolly neck and promised to visit whenever she could

(Two photographs: the lamb is released to find his flock.)

Then she took off his purple leash and Timothy scampered out to meet the flock. He buried his nose in a clover patch, and grazed with the other sheep in the morning sun.

(Illustration: the lamb is among the flock.)

Timothy was back where he belonged. Now there were twenty lambs again at the Wetherbee Farm.

APPENDIX C

BACKGROUND QUESTIONNAIRE OF PARENTS' PERSPECTIVES OF THE PURPOSE OF CHILDREN'S LANGUAGE AND LEARNING

FATHER

MOTHER

Occupation ______________________ Occupation ______________________

Please complete all questions to the best of your ability. One questionnaire for each parent please.

1. Number of children: ______ Boys ______ Girls
2. Position of child among siblings: ____________________________
3. My child talks:
   a) a lot with all members of the family.
   b) most - with his/her mother.
   c) most - with his/her father.
   d) most - with ____________?
4. When my child accompanies me to places outside of the home I do the following: (Tick as many boxes in order of frequency.)
   a) Talk to him/her about things which interest both of us.
   b) Talk to him/her about things which are interesting to me only.
   c) Ask him/her about things which are interesting to me only.
   d) Answer all his/her questions as best as I could.
   e) Take great efforts to draw new things to his/her attention.
5. When your child talks to you what do you think is his/her main purpose? Reason (write what you think on lines.)

____

____

____

____

____

____

6. When your child talks to you he/she may say things incorrectly. What do you correct most in his/her speech?

   a) How he/she says his words?

   b) When he/she communicates the wrong ideas about what he/she is speaking about?

7. When my child speaks of a new idea/interest I do the following things to help him/her to acquire the language to understand more about these ideas/interests. List the things you do.

8. When your child asks questions, what do you think are his/her main purposes for asking the question?

List some purposes	Give one example of question

9. Do you speak to/with this child differently than you do to you

   a) older children? ____ Yes ____ No

   b) younger/youngest? ____ Yes ____ No

10. If your answer is Yes to number nine (a) and (b), why do you? Write answers on the following lines.

APPENDIX D

COMPONENTS OF THE PICTURE MAKING KIT

1. Two picture base cards.
2. Two sheets of stickers of ball players: netball-player, baseball player, soccer player, hockey player, tennis player.
3. Two sheets of stickers of wild animals: the giraffe, the hippopotamus, the elephant, the African water buffalo, the rhinoceros.
4. Two sheets of spacecrafts.
5. One sheet of ocean liners.
6. One sheet of land and water animals: seals, lizards, turtles, sea-lions, crabs, frogs.

APPENDIX E

COMPONENTS OF THE MAGNET KIT - TASK 2

1. A Mickey Mouse Magnet.
2. A chain of small paper clips.
3. Large paper clip inserted in cork.
4. Large paper clip inserted in sponge.
5. A piece of sponge.
6. One three-inch metal welding rod.
7. One piece of metal pot scrubbing material.
8. One tongue depressor.
9. One tongue depressor with paper clip attached.
10. One packet of metal filings.
11. One square of paper.
12. One square of paper with metal attached.

APPENDIX F

CATEGORIES	DEFINITIONS	EXAMPLES	
		MOTHER	CHILD
1. Number of utterances	An utterance represents all the words which express an idea, or part of an idea in the interactional process in given contexts. A new utterance begins after a fifteen seconds pause. The term utterance will be used interchangeably with the term statement.	"Who is this?"	
			"Mickey Mouse"
		"Okay. You know what we're gonna do here?"	
			"What?"
		"We're gonna lay out all this stuff. And you tell me what -- what could be picked up with the magnet."	
			"Okay."
		(Mother = 3 utterances Child = 3 utterances)	
		FATHER	CHILD
2. Initiates topic in context.	An utterance which indicates to participant that verbal interactions on some physical context, idea, concept or thinking is about to be convened.	"Okay. This is some game. Do you know what they are?"	
			"Yes"
		"What are the men doing?"	
			"Playing basketball."
		(Father = 2 utterances which initiates a line of thought.)	
3. Gives information	An utterance which recognizes participant's need to extend his/her thinking, idea, concept, made	Context: Playing with Magnet Game	
		MOTHER	CHILD
		"Would it pick this up?" (sponge)	

CATEGORIES	DEFINITIONS	EXAMPLES	
	known through his/her talk.		"No"
		"Why?"	
			"Because it's spongy."
		"Spongy. Yes, and it doesn't have any metal in it. The magnet needs to have some special metal before it can pick it up."	
		(Mother = 1 utterance: (5))	
4. Acknowledges information.	Information will be represented by the lexeme (vocabulary) relevant to the idea, topic, context or thinking of the participant.	Context: Playing with Magnet Game	
		MOTHER	CHILD
		"No. That's got nothing to do with it. The paper is thin enough that the magnet can still go through it."	
			"Right."
		(Child = 1 utterance: (2))	
5. Asks questions to seek clarification	A question will be defined by the lifted tone of speaker's voice.	Context: Story Discussion	
		FATHER	CHILD
		"This book is called Caps for Sale."	
			"What is caps?"
		"Caps? Caps? That's another name for a hat. A cap."	

CATEGORIES	DEFINITIONS	EXAMPLES	
		FATHER	CHILD
		"This is a tale."	
			"What is a tale, Dad?"
		"A tale is a story."	
		(Child = 2 utterances: (2) & (5))	
6. Ask questions to provide new information	New information would be represented in the lexeme which extends idea, topic, context or contrasting, and/or similar ideas, topics, context pertinent to the present experience.	Context: Story Discussion	
		FATHER	CHILD
		Story A	
		"But do you know what the monkeys are doing?"	
			"What?"
		"They're doing what he is doing. So to get his caps back, what should he do?"	
			"Hats."
		"Just watch."	
		"At last he became so angry that he pulled off his own cap, threw it on the ground, and began to walk away. But as each monkey pulled off his cap----- ------------ -----and all the red caps came flying down out of the tree."	
		(Father = 2 utterances: (1) & (2))	

CATEGORIES	DEFINITIONS	EXAMPLES	
7. Asks questions to solicit new information	Solicit - to request new information without leaving the participant who is asked no choice of providing or not providing such information.	Context: Story Discussion	
		MOTHER	CHILD
		Story A	
		"He looked behind the tree. No caps."	
			"Where did they go?"
		(Does not answer question outside of original text)	
		"Then he looked up into the tree. And what do you think he saw?"	
			"Monkeys."
		Child = 1 utterance: (2))	
8. Statement which expands the child's ideas/ thinking	Expand: to utilize the child's lexeme, or lexeme which the adult produces independent of the child's lexeme, but which will offer the child additional data on her idea, thinking, concept topic.	Context: Playing with Magnet Kit	
		MOTHER	CHILD
			"Yeah."
		"Okay. Try something else."	
			"It sticks all about the paper."
		"Will it stick through the paper if you put this against the back where it's now showing.	

CATEGORIES	DEFINITIONS	EXAMPLES	
		MOTHER	CHILD
		Will it stick through the paper?"	
			"I'll try. Yeah."
		(Mother = 1 utterance: (4))	
9. Statement which confirms the child's ideas	Confirms: Lexeme which indicates that both adult and child agree on the meaning/ intention, concept, as manifested in the utterance.	Context: Playing with Magnet Kit	
		MOTHER	CHILD
		"It sticks to the cork?"	
			"No."
		"Then why not. Why do you think?--Why does this stick through the wood and why won't this stick through the cork?"	
			"Because the cork's bigger and because this probably isn't so close up to the cork."
		"You're r-i-g-ht! Good for you!"	
		(Mother = 1 utterance (5))	
10. Statement which corrects the child's ideas/ thinking	Corrects: to indicate through participant's lexeme that the idea/ thought/concept does not fit the present line of thinking and/or experience.	Context: Playing with Magnet Kit	
		MOTHER	CHILD
			"This could up like the silver things."

CATEGORIES	DEFINITIONS	EXAMPLES	
		MOTHER	CHILD
		"Why silver things?" What about these things. This copper?"	
			"It will pick it up."
		"It will pick it up?"	
		"That's not silver. What color is that?"	
			"Silver."
		"This is silver?"	
			"I can pick up this."
		"But this isn't silver. What color is this that it picked up?"	
			"Gold."
		"What is it?"	
			"It's a paper clip."
		"Paper clip. It's a paper clip. And it's not silver. It's got to be the right kind of metal to pick up. See?"	
		"Can you pick this up?"	
			"No."
		"Why?"	
			"Because it's gold."
		(Mother = 7 utterances: (4, 5, 7, 9, 11, 13)	

CATEGORIES	DEFINTIONS	EXAMPLES	
11. Statement which answers the child's question to understand causal relationships	Causal relationships: the participant identifies patterns, effects and change in materials used. His/her lexeme reflects the need to seek reasons for those observed patterns, through questions, statements or suggestions.	Context:	
12. Statement which seeks clarification of adult word meanings	Word meaning: what idea is meant to be communicated by the adult learner.	Context: Family at supper	
		MOTHER	CHILD
		"What's happening to X tomorrow?"	
			"I don't know."
		"She's being confirmed."	
			"What do you mean confirmed?"
		"O-o-oh. Confirm is when...young people get to the age where they themselves stand up in front of the church and say that they believe. They've studied and they understand what the scriptures are all about. And they confirm their Faith. Or they let people know----."	
		(Mother = 1 utterance: (5))	

CATEGORIES	DEFINITIONS	EXAMPLES		
13. Statement which indicates clarification of child's word meanings	Word meanings (as in definition 12 in the foregoing categories)	Context: Story Discussion Story A		
		MOTHER	CHILD	
			"There's that meaning again - tsz, tsz, tsz?"	
		"Yeah. I think they're saying no, aren't they?"		
		(Mother = 1 utterance: (2))		
14. Statement which accepts child's word meanings	Accepts: the lexeme which the child utters convey that although the different word is used among others, the greater part of the statement indicate that the idea, concept, thinking is what is commonly shared at the time of the experience.	Context: At supper		
		MOTHER	CHILD	BROTHER
			"That's good. I like that wine."	
		"Uhmmm"		"It's dry."
			"I don't like the other one. Cause it's sour. I like this one cause it's sweet."	
		(Laughs) "You don like the other one J. It's dry but not sour.		

CATEGORIES	DEFINITIONS	EXAMPLES
15. Statement which complies with ideas	Comply with: utterances which are not extensions of thinking, but merely affirms what the speaker communicates.	Context: Playing with Magnet Kit MOTHER CHILD MOTHER: "I don't know if it is dirt." CHILD: "It is dirt." MOTHER: "I think it is." "Mother = 1 utterance: (3))
16. Statement which challenges ideas	Challenge: to question, contradict, doubt the thinking/ideas through words used.	Context:
17. Statement which modifies utterances to convey shared meaning	Modify: not to throw out child's thinking and ideas. Instead the child's original idea is incorporated in different, additional or new lexeme to establish common meaning.	Context: At supper discussing new swimming pool. FATHER MOTHER CHILD CHILD: "And they were just painting the outside door." MOTHER: "Did they? Today?" CHILD: "Uhmm." CHILD: "Last week blue?" FATHER: "I thought they were painting it white?" CHILD: "Uhmmm. Inside ah inside was white." FATHER: "And the outside was blue. Uhm." (Father = 2 utterances: (5)(7))

CATEGORIES	DEFINITIONS	EXAMPLES	
18. Statement which shares concepts at adult level	Adult level: adult's lexeme becomes complex and complicated to elicit meaningful response from child.	Context: Playing with Magnet Kit	
		FATHER	CHILD
		"What happened?"	
			"I got it."
		"Yeh-a-a-a."	
		"Magnetic force went through all those chips. And it'd still let you pick up this paper clip on the paper eh?"	
		"The magnetic force goes straight through the .. piece that usually don't have the wood."	
19. Statement which is not acknowledged	Not acknowledged: the words which follow an utterance which sought meaning in foregoing and subsequent categories.	Context: Story Discussion Story B	
		MOTHER	CHILD
			"That's a horse."
		"Uhmm."	
			"He's eating."
		"On sunny summer days' Emmy and Timothy---"	
		(Mother = 1 utterance: (4))	

CATEGORIES	DEFINTIONS	EXAMPLES
20. Statement which is incomplete	Incomplete: an utterance which does not suggest a complete thought or idea pertinent to topic, idea or context.	Context: At supper MOTHER "They only had hail. And when they woke up this morning------." CHILD "Mr. A." (Child = 1 utterance: (2))
21. Statement which is off topic	Off topic: an utterance which may question, state, inform, request, any idea/thought or concept but is not relevant to foregoing or subsequent contexts when it was uttered.	Context: At supper FATHER "What did you do on this field trip?" MOTHER CHILD "I wonder who will be my age?" (Child = 1 utterance: (2))
22. Statement which extends speaker's ideas	Extends ideas: an utterance which does or does not utilize the lexeme of the speaker, to give more information in the absence of a direct request or question.	Context: Picture making MOTHER "Okay." CHILD "Right." MOTHER "If it crashed on an island what do you think would happen?" CHILD "No one will be able to get over in the middle of the race. You mean?"

<table>
<tr><th>CATEGORIES</th><th>DEFINITIONS</th><th>EXAMPLES</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>MOTHER</th><th>CHILD</th></tr>
<tr><td>"Well, no. On the island. An island is a land with water all the way around it."</td><td></td></tr>
</table>
(Mother = 2 utterances: (3) (5))
</td></tr>
<tr><td>23. Statement which rejects speaker's feelings on the basis of adult status</td><td>Rejects speaker's ideas:</td><td>
Context: At supper
<table>
<tr><th>FATHER</th><th>MOTHER</th><th>CHILD</th></tr>
<tr><td></td><td></td><td>(Yells for mum)</td></tr>
<tr><td>"Hey, you're a little jealous or what? You think you're on MASH or what?"</td><td></td><td></td></tr>
</table>
(Father = 1 utterance: (2))
</td></tr>
<tr><td>24. Statement which defends speaker's point of view</td><td>Defends view: an utterance which questions, states, declares, extends prior utterances on an idea, topic, context, and concept.</td><td>
Context: Playing with Magnet Kit
<table>
<tr><th>MOTHER</th><th>CHILD</th></tr>
<tr><td></td><td>"Playing ball."</td></tr>
<tr><td>"Playing ball?"</td><td></td></tr>
<tr><td></td><td>"That's what I want to do."</td></tr>
<tr><td>"And that's what you'd like to do?"</td><td></td></tr>
<tr><td></td><td>"Uhmmm."</td></tr>
</table>
</td></tr>
</table>

CATEGORIES	DEFINITIONS	EXAMPLES	
		MOTHER	CHILD
		"When you get into school you won't be able to do that."	
			"I got to be a boy to do that."
			"I gotta be a boy!"
		(Mother = 5 utterances: (1, 3, 5, 7, 8))	
25. Statement which directs actions in order to provide an adequate representation of the verbal interactions	Directs actions: an utterance which suggests that the speaker change his/her manipulative strategies which facilitate thinking on topic, idea, concept or context.	Context: Playing with Magnet Kit	
		FATHER	CHILD
			"Yep. I'm trying, I'm trying to see if I can pick up these big things."
		"Oh-oh. That's an elastic. There's no metal in elastic."	
		(Father = 1 utterance: (2))	

TEST OF CATEGORIES

In order to determine the reliability of the foregoing twenty-five categories, these were applied to the oral language samples by one mother who participated in a story telling and discussion task with her pre-school child. The purpose of this application was mainly to identify the degree of agreement between the researcher and mother on the intent of each categorized utterance. There was 92% of agreement.

APPENDIX G

CONVENTIONS AND LAYOUT OF TRANSCRIPTS

Some of the thinking which underlies the layout and conventions of the presentation of the Bristol Studies conducted by Wells et al, (1981), will be reflected in the presentation of the transcripts of subjects used in this study.

a) In Tasks 2(a) and 2(b), the age of the child participant, the parent he or she is interacting with and the physical context (activity) will be stated at the beginning of each of the subject's transcripts.

The utterances will be presented in the following outline: Column (1): the speech used by the adult; Column (2): the speech used by the child participant. Consecutive numerical place holders will reflect the turn taking utterances as they occured in the interactions. Each new utterance will be indicated by a numerical symbol.

b) In Task 1(a) and (b), Column (1) will indicate the original text of the stories, as read by the parent. Column (2) will indicate the utterances which the parent uses to explain, embellish, direct attention, check the child's attentiveness or to question the child's thinking in relation to the themes reflected through the text and illustrations. Column (3) will indicate the child's utterances.

c) In Task 3, one column will be allocated to each member of the family present at supper. In Column (1) the father's speech will be indicated while in columns (2) and (3) the mother's speech and the speech of the child focused on in all other tasks, will be respectively indicated. All other columns will represent the other members of the family beginning with the oldest child directly following column (3) to the youngest in the final column.

d) Interpretations of utterances and descriptions of tone of voice, where applicable, are enclosed in round brackets ( ) and included immediately after the utterance to which they apply.

Utterances, or parts of utterances about which there is doubt are enclosed in angular brackets ; where two interpretations are possible they are both given, separated by an oblique stroke.

Conventional symbols of punctuation will be used to indicate emphasis relative to tone and function of the utterance: to question, to exclaim, to personify.

An asterisk will indicate an unintelligible utterance. The number of asterisks will therefore indicate the number of words which may have been intended.

..., Stops, ..., indicate pauses over short and other periods not exceeding 30 seconds.

_____ Where utterances overlap because both speakers speak at once, the overlapping portions are underlined.

- Indicates a hiatus, either because the utterance is incomplete or because the speaker makes a fresh start at the word or utterance.

(V) Indicates that the preceding word was used as a vocative, to call or hold the attention of the addressee.

" " Inverted commas are used to enclose utterances considered to be "speech for self".

e) The term statement and utterance will be used interchangeably and will mean, in this study: all the words used to convey an idea, and/or thought before a twenty seconds pause. Numerical symbols will indicate a new statement or utterance.

APPENDIX H

SAMPLE OF CODED TRANSCRIPT
TASK 2(a): Picture Making with Stickers
DYAD: Father and Mealie
AGE: 5

FATHER	MEALIE
Well, what sort of monkey business is going on here? 2	
	(Laughs)
	Dad, could you put on the tape and let me listen to it. 25
You wanna listen to it? Sure.	
Okay. 15	Okay. 4
Now, here's some stickers. 2	
Now, you're supposed to take them, put them on the card and we'll make pictures. 2	
	Yes. Pictures? 5
Put a little water in this glass. 25	
	For what?
Okay, wait. Don't make a mess. 25	
Do you want me to help you take the pictures off the card. 25	
	No. I could do it. 23
	Guess what, you have to push them out this way. 25
Okay. Which ones do you want off? 2	
	One of these off.
One of these off - which one? The hockey player? 2	
	This one. This one. 3 Yes.
	He's got the skates on. You mean you put it right on the water? 5
No. You just put water on your finger and get it wet. That's all you have to do honey. 3	

FATHER	MEALIE
	Yes. S. has to be quiet, right? 4
Uhmm. S. don't make any noise, uhmm. 2	
	This giraffe is big.
It's a big giraffe. What other pictures are you going to put on? 7	
	You mean you're supposed to put all of them on. 5
Oh, no. Whatever pictures you want. 3	
	We get to keep them forever, right? 7
Okay. Yes. 4	
Whereabouts are you going to put that one now? 7	
	I'm gonna put 20
That's sticky back. You don't have to put water on. 25	
	I'm gonna put that there. There. 3
Alright. You pick out the pictures. Which pictures you want? 7	
	I want this one. Space. 3
This space one here. 4	
	No, this one. 3
What's the name of that one? Do you know? 7	
	Uh hm. (No) 3
Is it Star Wars? Here we are. 7	
	Can I put this one here? 5
Wherever you want. Make a picture of all of it now. 25	
Okay. 4	
	I think I'll try a flying saucer. 3
What else would you like? 7	
	Um. I'll put this turtle on. This is a big turtle. 3
Uhhmm. Are you gonna try and make something that tells a story? 5	
	Uhhmm. 15
Okay. You put that one now. 25	
	I'd put it right in the corner now. 3

FATHER	MEALIE
Okay. Whichever way you want to go. 3	
	R-r-ight. Like that. 3
Very good. 4	
	Like that. 3
Is that more fun than coloring? 7	
	Yeh. 3
Okay. What else do you want on? We've got ships. We got animals. We got space crafts. We have reptiles and birds. And we got althletes. 7	
	The next one will go, right beside this. 3
Okay. 15	
	O-o-ops. That doesn't matter. 3
No. That doesn't matter. 4	
	I already know what that looks like. 3
Sure. Do you wnat to put anything else? You don't have to put anything else if you don't want to. Put whatever you want on that. Then you can turn it over and make another one. 25	
	I just... I just.... A nicer one. 3
No. I think that looks pretty nice now. 23	
	Yeh. But look at this one. 24
Uhhmm. 15	
	I think the pilot has to go up there. 3
	Put it down. As close as you can. 25
Okay. Pretty neat the way they stick eh? 5	
	Yeh. Could I sit in there. No, I guess I don't. 3
No. You stand up here. 25	
	Oh. It's harder for me. 3
You might fall asleep. Okay. 25	
	My picture is almost done. 3
	Daddy, what 2
Yes? 4	
	What is this? 5

FATHER	MEALIE
I don't know. I can't see that right now. Okay you put it all on. It looks like a lizard. 3	
	I'll put on the picture first. 3
	I gotta put it as far as I can. This goes here. There. 3
You gonna put anything else down there? 5	
	Let's see. What do you think about one a these? 2
Whas that? 5	
	A space ship. 3
Is that a space ship or an aeroplane? 5	
	A space ship. Now only a part of it is left. 3
Right. Okay. Where are about you gonna put that one there? 7	
	I'll put it behind the other space ship. 3
Are they gonna run into each other? Or are they gonna run far away than the other? 5	
	Dad. It looks close but they're farther away. * Because is not a real XXXX It's a real picture. I know whas gonna happen to it. It's gonna crash. 3
Oh. I see. 15	
What kind of a story are you trying to tell? 7	
	I'm trying to tell a space ship story. Of XX and ships and generals and and lizards in it. And. 3
You'll have to look at them. I'm not quite sure if that's a lizard or not. Just look that up. 25	
	Daddy. 2
What? 4	
	When I put it on the radio, that's the story I'll talk about. I'm gonna put a craft in it. 3
Well, there you are. 4	
	Thank you. 4
	Now, guess where this can go? Just pretend it's biting that lizard. 2
Okay. 4	

FATHER	MEALIE
	Getting it, is it? 5
Looks kind of interesting.	
Okay. Now what you're gonna do?	
You wanna do another one on the back? Or you want to put some more on the front? 25	I wanna do this one. 3
	No. I think this one looks good so I'll fill the front up. 3
Okay. You wanna fill the front up do you? 25	
	Yeh. Cause the front is a nice one. 3
You really did a nice job. 4	
	I know. 4
You're putting them on there very neat. 4	
	I want do what I had to do like the first time. This is shaped like this. So it like they're three ships. 3
	That looks neat. 3
Uhhm. Umm. This really sticks well. 3	
	Yeh.
You're gonna put anything on here. Or you're gonna 20	
	I'm just gonna finish. I'm just - oh - I'll lift it a little bit. Just a little bit. 3
Well just be careful. Turn it the other side. Then you won't wet the rest of it. 25	
	Okay. I'm doing it. 15
Some of them aren't quite out right. There, that's pretty good. 3	
	Yeh. That's ah.. 20
That won't matter. 3	
	Uh uhm. They're gonna play with each other. 3
Oh, that's what they're gonna do. 15	
You think they'd watch those space ships going above them? 5	
	Yeh. Look at that. 2
Uhmmm. 4	
	It got hit by the tail. 3

FATHER	MEALIE
Oh, it got hit by the tail. Well, those space ships pretty low on the ground then. Or are those animals in the air? 5	
	No. Those animals are on the ground as they suppose to. Look at this one. 3 *
What is that? 4	
	You know what I got here? 3
The space ships they're gonna be landing on them eh? 6	
	Yeh. 15
Okay. Do you wanna do another one on the other side. 25	
	I'm gonna finish. I'm just gonna fill in that. 3
Okay. 15	
	I think I'd better put this on. 3
Oh. There is it. Here this tells you what that is. That is a lizard. Sure. 3	
See, there's the names of these. Of the reptiles and the birds. 3	
	What this one with these kinda ripples? 5
Okay. That is a Marine Iguana. 3	
	Is it? 5
Yeah. 4	
	Can you turn this thing up please. 25
It may live in one of these islands. 3	
	Which one? There's only two on here. 5
	Dad, look at that. These are in the right place. Aren't they Daddy? 2
Well, you can put them in any place you want, but you got them just about the same way you took them off the thing, and. 3	

FATHER	MEALIE
	Yes. You see, I did have many things. 3
And this one here, down here is quite hard to get off. It's not quite perforated properly. 3	
	Uhmm. 4
Cut. It's awfully hard. Cause it's ripping. 3	
	Hey daddy, look what I even did. I even put this on. That doesn't matter that I'm not putting the sticker right. 2
	Daddy when are we gonna start putting water? 7
No, no. There was not water needed for any. 3	
Oh, boy. 2	
	Maybe put some on the other side. 25
Well, maybe. They didn't make them too good. That's what. They should be told about that. 3	
	Oh. 15
I'm sorry honey. 4	
	If you do it a little bit so. Just hang on. I'm gonna finish it now. 3
Okay. You go ahead and finish it. It's not coming off properly. 3	
	Just have to do it very carefuly. 3
Oh, you're doing a good job. Very careful. That's good. 4	
	It's sticking on me. 3
Oh. It stuck on me too. 4	
Now, what kind of a story are you gonna tell with this? 7	
	I'll tell you when I'm done putting this. 3
You got a story made up that you're gonna tell the rest of the family and your friends? 6	
	Uhmm. Mrs. Y. is teaching us how to take our time. Like in

FATHER	MEALIE
	printing we have to take our time. All I have to do is X now. 3
You've done all your alphabet? The alphabet? 7	
	They mixed the alphabet all up. 3
Did you tell them which way you should have done it? Do you know one goes - which one of the letters comes when. Like a,b,c,d (the latter is sung) 7	
	Yeh. But S. goes - a,b,c,e,r,s (Laughs) But she doesn't know the alphabet very good. 3
Well, she's quite a bit younger than you are. 3	
	Yeh. 15
How you're coming there, sweetie? 2	
	I'm eight months older than C. 6
Eight months? 5	
	Cause I'm five and he is four. 3
And you're taller than him aren't you? 5	
	No. He is taller than me. 3
He is? 5	
	That's what I was thinking. 3
Were you out in your bare feet today? 7	
	No. I wore my socks today. 3
Are you gonna put something else on there. Or what are you gonna do? 7	
	I think I'll do the other side. And this story's about hockey players, um, um, and hippopotamus. 3-
Hippopotamus, right. 4	
	And turtles. And space ships and a ship. - And ah. And the lizard and a 20
You've got all the ones with sails. It doesn't have a motor. 3	
	Am and the lizard and a crab and ah - Iguana - and ah - ah rhinocerous. That's the story. 3

*

FATHER	MEALIE
It's interesting. 3	
These all - like the lizard and the turtle and the crab, they all go in the water. You got them all at the bottom. And the iguana goes into the water. He can swim I believe. We'd have to look it up. But these these three animals are on land. And where where is does hockey play? On frozen water. So its up in the corner. 3	
	Like these go in water and these go in probably frozen water. They're all modern stuff. (Referring to ships, and space ships) 3
They all need water. 3	Yeh. 4
Okay. You're gonna go one on the back? 7	
	Yep. I'm gonna do one on the back. 3
Should I do one on the back for you? 7	
	You c- You can put that one on. 3
Okay. Football player. 15	Yeh. And I'll put the dragon. 3
Okay. 15	
	At least some of them aren't punch out. Not punched out. 3
	Daddy, if you want the X we can get something else with it. 3
	But I don't-there is anything else. 3
Most of them come off pretty easily, but some of them don't come off. 3	
	But this one. Look at it. I never even ripped it. Daddy I'm gonna rip this one. 3
Boy, you're very good with our hands, aren't you. 3	
	I know. I am very gentle and I take my time. 3

FATHER	MEALIE	
You are and that's nice know. How come you hit me so much if you're so gentle? 7		
	Dad, I'm gentle on this. But sometimes I play fight and sometimes I-we get into a fight. A real fight. 3	*
Oh. I see. Where's that football player? 7	Right there. 3	
Like that? 5	Yes. 4	
Okay. 15		
	I meant to see his foot down, but that doesn't matter. 3	*
Oh, he's running. 3	Yeh. Right. 4	
He just came from behind the giraffe. 3		
	Yes, now. I think we'd better -- What's this? A ship. Another ship? 5	
Another space craft? 5	Yeh. That could go on. And I'll put this on. 3	
This one is flying over taking a look at everything. 3		
	Daddy look at this. I just got off this one. 2	
Uhmmm. Very good. 4	Where should I put this one? 7	
Wherever you want. 3	Guess what daddy. I'm gonna put this one, right like that. If the stick comes of him, then he'll put them in the water. 3	
You're right. 4	What is that? 5	
That's an elephant. Now I'm going to put this elephant on there. 3		
You - 20	I don't want that. No. That's okay. I didn't really want that on there but go ahead. 3	*
You wanna put it on? 7	No. Go ahead. 3	

FATHER	MEALIE
Let's put it on. 25	
	Yeh. 15
That's fine. We're gonna put it right there. 25	
	Look what will happen to him. 2
That elephant's coming right at him and he's gonna kick everybody out of the X 3	
	D-aa-dd * You're putting them so high up. 25
* I'm sorry. 4	
	I know. Daddy, what happened to him? 5
He's ah doing the hurdle. 3	
	What's his name? 7
I don't know what his name is. 3	
Albatross. A bird. 3	
There are some stories which you're gonna take in school sometime that have about albatrosses. 3	
	I don want know what that's about. 3
	Can you put it up there? 2
	Now, where shall I put this? I'll put it r-i-ght here, since there's no-nobody else bugging him here. 3
Are you gonna tell us the story tonight? 7	
	Yeh. That doesn't matter daddy. 3 *
* What? 5	
	This little bit came off at the back, look daddy. 2
O-o-oh, this stuff is not too good honey. 3	
	What shall we do? I'll do it. 5
	I'll take my time. 3
	You're doing it fast dad. 3
No, I'm not doing it fast. It's just that the paper is not cut properly and it's ripping rather than coming off properly. 3	

FATHER	MEALIE
	So why don't you put it down, and then we'll put it back on. 25 *
	On little sticker. How, where do you think we should put it? Right here. 2
Well, if there's room. 4	
	Nope. Right here might be good. There we go. There isn't enought room - isn't it? 5
Sure. That's very good 4	
	And now, we'll just need one little thing to fit in there. And I think it's finished. 3
Fine. You put in whatever you want. 4	
What would you like to put in? 7	
	I shouldn't a have this one in it? 5
	Guess what? 2
What? 5	
	Somebody in kindergarten can't say everything. 21
	If she's gonna say - on - she's gonna say - gan ant. 3 *
That's craft paper, isn't it? 6	
	Is it craft paper? There. 3
Now. we'll put them back into this box now. Very good. 3	
	Done. Dad, now can we listen to the tape? 7

SAMPLE OF CODED TRANSCRIPT

TASK 3: MEALIE'S FAMILY AT SUPPER

AGE: 5

FATHER	MOTHER	MEALIE	BROTHER	BABY
Could he have a little meat too? 2				(Makes a sound which Dad interprets as a request)
	(Replies)			
Okay. You're gonna look after that are you? Okay. 7				
				(Baby repeats sound)
		Is this home made chicken? 7		
Isn't somebody going to say Grace -- or? 7				
			Yeh. We're all gonna say Grace and sing the Appleseed. 3	
		Raise your hands. 25		
	(Laughs)			

(All members of family sing their Grace before meal)

FATHER	MOTHER	MEALIE	BROTHER	BABY
		I didn't know how to sing it. 3		
Okay. That's fine. 4				
	Oh. It's a sweet song for you. I thought you knew it. 3			
X wasn't singing 3				

FATHER	MOTHER	MEALIE	BROTHER	BABY
either, was he?				
	(Laughs)			
Is that good young man? 7				
	What were you guys doing outside. 7			
			Nothing. 3	
	Nothing! 5			
			Just watching X. 3	
	Watching him work on the go cart. 4			
			Uhmm. 4	
		Can use the jello. 3		
He's been working on that go cart for quite a while. Wasn't he? 6				(Baby makes humming sounds Mama, nah-nah-nah)
	Right. 4			
	X How's that. 5			"
Oh, he's just been playing with it. 3				"
			You know what's the firebird has in front of it? 6	
Uh hm. (No) 24				"
			There's gold and it says Firebird. and it's all painted black - the sides is in gold and stuff. 3	"
Oh? 7				
			and the top has No. 10 on it. 3	

FATHER	MOTHER	MEALIE	BROTHER	BABY
		Yeh. 4		"
			He's not fooling around with it. 3	
			He made - ten motor for Benjie. 3	
Good. 4				
		He held the wire, then he pulled it out. 3		"
			Um, Um - he said "You guys go get me a match so I could light the candle afire. 3	"
	You mean he can actually put water into the motor thing that X's made? 7			
			Well, there's a little, little container. 3	"
		Yeh. 4		
	Oh, I see. 15			
They at least could put it to good use. 3				"
		X just pours it out. 3		
			Uhmm. 4	
		Oh, yeah, the water drained out. 15		"

FATHER	MOTHER	MEALIE	BROTHER	BABY
		He takes it and pours it out. 3		"
			He asked us to take it all out and drains it out. "You see Tyler it drains out." 3	
(Laughs)	(Laughs)	(Laughs)	(Laughs)	"
		And there is water in Benjie's go-cart. 3		
	Water in it? 6			
			Uhmmm which must drain out. 3	"
	Uhmm? 5			
		No, it doesn't. That was from the rain. 3		
	Oh-oh. 6			
				Mumm-mmy 2
I bet you (Melanie) is hungry. She didn't have much lunch. 3				
			I didn't have any. 3	
	You're a big girl. 3			"
You did too? (talks to baby). You never have seconds 3				
	What did you have for lunch X? 7			
Some crackers. (Uhmm to baby) 3				(Interaction with dad)
			Some milk please. 3	

FATHER	MOTHER	MEALIE	BROTHER	BABY
		I'm not going to finish that. 3		
Try it. Have you tried it. You just taste it and see what it tastes like. 25				
		I don't want to. 3		
	Just a little taste. 25			(Me Me Me Me da)
	Uhmm. Just a little one. 25			
			I want some milk please. 3	
		I got turnip. 3		
This was good. 3				
			The turnip. 3	
	Uhmm? 5			
			The potatoes are good tonight. 3	
	Thank you. 4			
The whole meal's good. 3				
		Just this turnip. (doesnit seem to share others' opinion of the taste of the turnip. 3		
	It's good isn't it? 5			
		No, It's not. 24		

FATHER	MOTHER	MEALIE	BROTHER	BABY
Well, you don't have to eat all of that now. You can eat it - couple of bites of it. 3				
Cause it is so-o-o deli- 20				
		But - I already take - I already took three. 3		
-cious.				
	You ask how good it is. He loves it. 3			
Did you tell them where we're going for lunch tomorrow? 7				
	Oh, yeh. I forgot. 3			
			I know, I think -- I know -- at the Church? 5	
	No. 3			
		Uhmm (No) 3		
			(Says someone's name) 2	
	Where are we having lunch tomorrow morning? 7			
		(Repeats name which B. suggested earlier.) 2		
	Uh hmm. 15			
Great! 4				
	And d'you know why? 7			

FATHER	MOTHER	MEALIE	BROTHER	BABY
		(Says name of a church member) 2		
	Uh hmm. 4			
It's gonna be a special day for X. 3				
	What's happening to X tomorrow? 7			
		I don't know. 3		
			She's becoming a full member of the Church. 3	
			Mum, I'm a full member, aren't I? 5	
	Uh huh. She's being confirmed. 3			
		What d'you mean confirmed? 5		
	O-h-oh. Confirm is when --young people get to the age where they themselves stand up in front of the church and say that they believe. They've studied and they understand what the			

FATHER	MOTHER	MEALIE	BROTHER	BABY
	scriptures are all about. And they confirm their faith. Or they let people know that -- how would you put it - that they believe that what's in the Bible is true. 3			
		I'll drink this full glass. 3		Eh? 5
	Can you explain confirm for X dad? 6			
Well, it's telling all the creeds and the doctrine and the basic beliefs of the church and their other meanings so that they can, people quote that when they can understand it. And you - you already know. 3				
		Oh. 15		
			Not me. 3	(Da da da da de)
		Yes, you do. 23		
	What? 6			
		I just wanna move. 3		

FATHER	MOTHER	MEALIE	BROTHER	BABY
	Move? Where do you wanna move to? 5-			
		To an acreage. 3		
	Uhmm. I have no idea. 3			
I would say if you - in a year, you're gonna have to, because you won't be able to get into (Laughs) see the rooms. 3				(Ta ta ta)
Chapter 9 Verse 1 (Breaks out in singing of - My cup is full of running over) 4				"
	That's very good. 3			
			Mike. 2	
	Did you say X taught you that?			"
			No. X did.	
				(me me mah...)
	(addresses baby) Are you hungry over there? Okay. Get set. 6			
				Mama, ma ma. 2
He's not sure if he really is. He says I'm not hungry. 3				

FATHER	MOTHER	MEALIE	BROTHER	BABY
	XX for dessert? 5			
Oh, I'm sorry. Say, you're gonna eat or not? (To baby) 7				
Umm. 4				
		Ummm. 4		
	Too busy singing. 3			
		(Laughs)		
				Um, ma, ma da, da. 2
		I'm not very hungry. 3		
	How come? 7			
		You ate up the potatoes. Did you taste the potatoes? 7		
				Da Da
	They were good. You loved it. 3			
This is just delicious. 3				
		But I'm not very hungry. 3		
	Well, I guess you shouldn't have had that ice cream cone today. 3			
			(Laughs)	
		What ice cream cone? 5		
				Eh. 4
Did you not have an ice cream cone? 5 (Says child's name questioningly).				

FATHER	MOTHER	MEALIE	BROTHER	BABY
		Not all of it. 3		
				Me ma, me, meh, meh. 2
			X X X 2	
		I'm not hungry. 3		
I think that you have learnt young man to receive a second dish for your little brother. When he sees the second dish coming he knows its dessert. 3				
		I'm not hungry. 3		
	Please, M. eat up at the table. 3			
		But I'm not. 3	L	
Is that smell of machine burning you? 7				
	No. No way. 3			
We may have to sleep in the basement tonight. 3				
	Maybe. 4			
		What? 5		
You may have to sleep in the basement tonight. 3				
			You can use my top bunk. 3	
	Umhm. 15			

FATHER	MOTHER	MEALIE	BROTHER	BABY
	Umhmm. 15			
I can't take that noise. (A machine 3 is being operated nearby)				
	Not on your life. 3			
We're gonna take that top bunk off and I'm gonna set up the other bunk. Let me get started. It's got to be set up anyway. 3				
			You're right. 15	
				Me meh 2
		But where will he sleep when dad's working on it? 5		
	On the bottom one. He'll sleep on the bottom one. 3			
			Dad, dad, we don have to - we don have to make another bed X or another way. 3	
				Oh-da-da-da. 2
That's right. 15				
			You could take the top bunk off and leave the bottom bunk where it is. 3	

FATHER	MOTHER	MEALIE	BROTHER	BABY
			Just move it up against the wall and then um, just put um, things under the other, on the top bunk, and then put them on that side and then on top of the other bed. You can do it. 3	
He's about to holler dear. What do I do now? 7				
	Give him dessert father. It's hot. 3			
			What's for dessert? 7	
	M. gets those bunk beds when you're on your bed. 3			
			She'll like it better now. 3	
	Yeh. But if daddy doesn't build the second bunk, then how is she gonna get the bunk then. 3			
				(Baby cries)
X gets the first bed. The other bed goes in - (snicker) Fret's room. 3				

FATHER	MOTHER	MEALIE	BROTHER	BABY
		(snicker) You're a (snicker) 3		
	M. (mother says subject's name) 2			
		(snicker) Frets 3		
	Dad's gonna fix up a board on the bottom bunk for you to sleep on. 3			
		I'm not hungry. 3		
Aren't you gonna eat any more toast? 7				
		I'm not hungry. 3		
You don want anything more? No snack when you go to bed? 7				
Well, you're gonna wait at the table some more. You're gonna part with us. 3				
		I don want to. 3		
What are you gonna do tonight? 7				
		I don't know. 3		
Uhmm. 4				
Hey - do you know what night it is tonight? 7				

FATHER	MOTHER	MEALIE	BROTHER	BABY
		What night? 5		
It is your bath night. 3				
		I don wh - I'm do wanna bath with X. I'd not gonna have a bath when X's in. 3		
			I'd didn't say anthing. 3	(Baby makes sounds)
		I'm gonna have a bath with X. 3		
	Uhmmmm 15			
		Okay. 4		
			Oh no. You're not gonna have a bath with me. 23	
	(Mother restrains brother) 23			
		X. When X was in the bath, I was gonna bath on that very same day. But I'm not staying with him. I'm gonna bath. I was gonna have a bath a different day. 3		(Baby makes continuous sounds - matching the rising inflections of arguing children's voices) 2
	Oh. Unfortunately, Saturday night you both have to have your bath. So			

FATHER	MOTHER	MEALIE	BROTHER	BABY
	maybe this week when X has his bath on Wednesday, you could have yours on Tuesday. 3			
		Maybe I'll have mine on Monday. 3		
If you're dirty, you'll have one every night. 3				
			Get one tomorrow night. Get one the next night. Get another one the next night. 3	
Sure. 15				
			Until you're filthy you can't go in the bath. 3	
	Uhmmm. 15			
			But I can go in every day. 3	
		M-u-m. 2		
You're not gonna leave any place for me eh? 5				
		I'm not hungry. I wanna go. 3		
			I'm gonna lay in there all day and all night. 3	
And not go to school eh? 5				

FATHER	MOTHER	MEALIE	BROTHER	BABY
			No.3	
Why do you wanna go? 7				
		'Cause. There's no fun just sitting.3		
			Well, mummy.2	
		Mummy, can I go Mum? 7		
				Ma, ma, ma ma, umm...2
	I guess so. 15.			

SAMPLE OF CODED TRANSCRIPT
TASK 1: Story Reading and Discussion
BOOK A: Caps for Sale by Esphyr Slobodking
DYAD: Father and Briggs
AGE: 5

ORIGINAL TEXT	FATHER	BRIGSS
	How old are you?	
		Five.
	Do you know what we're gonna do now? Read a story.	
		What story?
	You wanna know what the story is about?	
	Caps - for sale.	(Laughs)
Once there was a peddlar who sold caps. But he was not like an ordinary peddlar, carrying his wares on his back. He carried them on (the) top of his head.		
First he had his own checked cap, then a bunch of grey caps, then a bunch of brown caps, then a bunch of blue caps, and, on the very top, a bunch of red caps.		
		His own's blue. And that's grey.
	And these ones are grey.	
		That's bl-uu-ee!
	And what's he doing now?	

ORIGINAL TEXT	FATHER	BRIGGS
	He's walking down the street peddling hats -- caps right?	
		Oh-oh-ye-ah.
He walked up and down the streets holding himself very straight so as not to upset his caps. As he went along he called, "Caps! Caps for sale! Fifty cents a cap!"		
		Fifty cents! That's how much I take to school.
	You take fifty cents to school?	
One morning he couldn't sell any caps. He walked up and down the street calling, "Caps! Caps for sale. Fifty cents a cap." But (no one) nobody wanted any caps that morning. Nobody wanted even a red cap.		
He began to feel very hungry, but he had no money for lunch.		
	How was he gonna get his money for lunch?	
		I don't know. He couldn't because he has too many hats - caps.
	What's he gonna do --to get money -- so he can buy lunch?	
	He's gotta sell one cap - ain't it?	
		Yep.

ORIGINAL TEXT	FATHER	BRIGGS
"I think I'll go for a walk in the country", (he said) said he. And he walked out of town - slowly, slowly, so as not to upset his caps. (Turns page)		
He walked for a long time until he came to (the) a great big tree. "That's a nice place to rest." (he thought) thought he.		
And he sat down very slowly under the tree. and leaned back little by little against the tree (trunk) so as not to disturb the caps on his head.		
	Why didn't he wanta disturb his caps?	
		Because - ah- they might fall.
	That's right. So when he would get up again to go and sell - he would want all his caps there - Right?	
		Yep.
Then he put up his hand to feel if they were straight - first (he checked) his own cap, then the gray caps, then the brown caps, then the blue caps (and) then the red caps on the very top. They were all there so he went to sleep.		
	It's sleeptime. No waking up. Oh! he must have slept a long time.	
		Yep.

ORIGINAL TEXT	FATHER	BRIGGS
He slept for a long time.		
When he woke up, he was refreshed and rested.		
	You think he was hungry when he woke up?	
	Do you?	
		Yep.
But before standing up he felt with his hand to make sure his caps were in the right place.		
All he felt (his own hat) own checked cap!		
He looked to the right of him. No caps. He looked to the left of him. No caps. He looked in back of him. No caps. He looked behind the tree. No caps.		
	What do you think happened to his caps?	
		They're up in the tree.
	Well. Maybe somebody took them eh?	
		Yeh. That's what happened.
Then he looked up into the tree. And what do you think he saw?		
		All o' the monkeys.
On every branch sat a monkey. On every monkey was a gray, or a brown, or a blue, or (a) red cap!		

ORIGINAL TEXT	FATHER	BRIGGS
The peddlar looked at the monkeys. The monkeys looked at the peddlar. He (did not) didn't know what to do. Finally he spoke to them.		
"You monkeys, you" he said, shaking a finger at them. "You give me back my caps." But the monkeys only skhook their fingers back at him and said, "Tsz, Tsz, Tsz".		(Laughs)
	So, they're really gonna deal with him, ain't they?	
	He's just playing a game maybe. He's just teasing so, they tease right back.	
This made the peddlar angry, so he shook both hands at them and said, "You monkeys you! You give me back my caps."		
But the monkeys only shook their hands back at him and said "(Tease) Tsz, (Tease) Tsz, (Tease) Tsz."		
Now he felt quite angry. He stamped his foot, and he said, "You monkeys, you! You better give me back my caps!" But the monkeys only stamped their feet back at him and said "Tsz, tsz, tsz" (Tease, tease tease)		

ORIGINAL TEXT	FATHER	BRIGGS
		(Laughs)
By this time the peddlar was very angry. He stamped both feet and shouted, "You monkeys you! You must give me back my caps. But the monkeys only stamped both their feet back at him and said, "Tsz, Tsz, Tsz" (Tease, Tease, Tease).		
At last he became so angry that he pulled off his own cap, threw it on the ground, and began to walk away.		
	And what do you think the monkeys will do?	
		Throw their hats to the ground.
	The monkeys thought he was teasing, right?	
		Aha.
But then each monkey pulled off his (hat) cap and all the gray caps and all the brown caps and all the blue caps and all the red caps came flying (out) down out of the tree.		
So the peddlar picked up his caps and put them back on his head - first his own checked cap, then the gray caps, then the brown caps, then the blue caps, then the red caps on the very top.		

ORIGINAL TEXT	FATHER	BRIGGS
	How many different colours of caps did he have?	
		G-r-a-y, b-r-o-w-n, b-l-u-e, red.
	And his own checked cap. So he had -----	

	He had his ow-nin, then he had gr-ey, br-ow-n, bl-ue and red. Four different kinds, other than his own, right.	
		Yp.
And slowly, slowly, he walked back to town calling, "Caps! Caps for sale!"		
	How much was he asking for his caps? (Turns page to first mention of cost)	-----
	Remember back here it says how much? How much did the man want for his caps?	
		Fifty cents?
	Right.	
	And that's the end.	
	Did you enjoy that little book?	
		Yeh.

SAMPLE OF CODED TRANSCRIPT

TASK 1: Story Reading and Discussion

BOOK B: The Little Lamb by Judy Dunn

DYAD: Mother and Melanie

AGE: 4

ORIGINAL TEXT	MOTHER	MELANIE
	Oh. A little lamb. It's called - The Little Lamb.	
	Who do you think those feet belong to?	
		Me.
	To you?	
	Let's see. The Little Lamb.	
	Oh! Look at all the sheep. There's a black one.	
One afternoon in early spring, Emmy walked over to the Wetherbee Farm. There were twenty newborn lambs in the flock, and Emmy couldn't wait to see them.		
	There's new calves, aren't they?	
	(Baby screams)	
		Would it record on the tape?
	Yeh.	

ORIGINAL TEXT	MOTHER	MELANIE
		Even more he's screaming?
	Even more he's screaming (Laughs) But that doesn't matter.	
	What's this?	
		Aa-h-Goat? No. Sheep.
	This here? What's that?	
		Calf.
	It's a dog! It doesn't look like a dog to you? And that's his house over there, see. These are cows. And here the cows are behind the fence.	
		Where do they come in there?
	Yeh - we'll make them --	
		No. Where.
	Oh - oh - oh.	
All the lambs had long, wobbly legs and little pointed hoofs. Most of them were white, but a few were black. Emmy stood on a rock and watched them follow their mothers into the barn.		
Mother sheep usually keep their babies close to them. But one little white lamb wandered away from the flock. He seemed to be lost.		

ORIGINAL TEXT	MOTHER	MELANIE
Baa-baa-baa he cried. Emmy jumped off the rock and the little lamb ran right up to her.		
	Now whose feet do you think they are?	
		Emmy's.
	Right! They're Emmy's feet.	
Mrs. Wetherbee asked Emmy if she would like to take care of the lamb until he was big enough to come back to the flock. He had a twin brother, and their mother did not have enough milk for two babies.		
Emmy was to happy she bent over and kissed the little lamb. Then she gently picked him up and carried him home.		
He was cuddly and warm, and she could feel his heart beating. Emmy decided to call her lamb Timothy.		
	Look at how she's cuddled up to him.	
		I know.
	Isn't that cute? What's she doing now?	
		She's feeding it.
	What's she using?	
		A bottle.
	What kind of a bottle?	
		Baby's.
	Right. How come they feed lambs with babies' bottles?	
		Because they can't

ORIGINAL TEXT	MOTHER	MELANIE
		drink ordinary out of a glass.
		They could drink ordinary, but not out of a glass.
	Why couldn't she drink from her mother?	
		Because she's not there.
	The mother had twins, remember?	
		Right. And because she didn't have enough milk for two babies.
	That's right.	
That evening Emmy heated milk for her lamb. She sat down under the maple tree and gave him his bottle.		
At first he wiggled and chewed the rubber nipple. Warm milk was all over Emmy. But Timothy quickly learned to sit still and drink his milk.		
Emmy was a good mother to Timothy. She fed him twice a day and gave him plenty of love. Soon Timothy followed Emmy wherever she went.		
By summertime the little lamb didn't need to drink milk from a bottle any more. He was big enough to eat grain out of a dish. His fleece had grown thick and wooly.		

ORIGINAL TEXT	MOTHER	MELANIE
	What is his fleece? Do you know?	
		Wool.
	That's right!	
Emmy put a collar and bell around Timothy's neck. He slept in the barn, curled up in the warm straw outside the horse's stall.		
	See the horse. He's got a white diamond on his forehead. See?	
		Where?
	Right here. See? A diamond?	
		How come they put it there? *
	They didn't. It just grows in the horse's hair. A part of his hair comes in reddish brown and the other part has this white and it looks like a diamond - where it's white.	
		Don't read now.
	Why?	
		'Cause I have to go to the bathroom.
	Oh! Okay.	
On sunny summer days, Emmy and Timothy went to the fields together. While they played hide-and-seek. Midnight the cat chased after bumblebees.		
Emmy would hide in the tall grass. But sooner or later Timothy always found her.		

ORIGINAL TEXT	MOTHER	MELANIE
	What's the bumblebee doing?	
		Taking honey.
	*Taking the nectar out of the flower to make honey, right?	
	What's she doing?	
		Hiding.
	Oh, yes. She's hiding in the grass, isn't she? She's having fun, isn't she?	
		Yes.
	Oh, look. He just can't see her, can he?	
		Yeh. (Laughs)
When Timothy was tired, he plopped down to rest on Emmy's lap.		
		He's asleep.
	Asleep.	
Sometimes Emmy liked to make dandelion chains and pretend she was a princess.		
The only trouble was - Timothy - ate - the - dandelions.	(Laughs)	Dandelions.
	That's got that. She made one for Timothy too.	
		(Laughs) And he'll eat the dandelions.
	Oh-oh. What Happened.	
		Timothy is gonna eat the apples so he spilt them.

ORIGINAL TEXT	MOTHER	MELANIE
	And what did he do over here?	
		He's asleep.
	In what?	
		(Laughs) The clothes basket.
When Emmy wasn't around to play, Timothy always seemed to get into mischief.		
He would rub his back against the sheets on the clothes line or jump into the laundry basket for a nap.		
One morning Timothy tipped over a basket on the porch. Bumpity-bumpity-bump.		
A whole bushel of apples bounced down the steps.		
		How come they have to reach this on the tape?
		How come I wouldn't be having the lamb to hold and stuff?
	Oh! I wish you would. But no, you're not.	
		Well, how come they're talking about lamb?
	Well, it's just a story.	
		You mean I not gonna be doing this?
Then Timothy scampered into the garden. He ate the tops off all the radishes and		

ORIGINAL TEXT	MOTHER	MELANIE
trampled the lettuce plants.		
After that he started eating the primroses.		
	Goodness. Do you think Emmy's mother would like that?	
		Not at all.
Emmy found Timothy hiding behind the house - full of vegetables and flowers and feeling quite sick. She poured some medicine into a spoon and Timothy swallowed it all.		
		Is he getting the bottle?
	No. Off the spoon, see?	
	He's gonna get it off the spoon.	
The next day Timothy was feeling fine.		
	And what was happening?	
		She's giving him a bath.
	Right.	
Emmy decided to give him a bath. She		
		How come she's doing that?
	She's combing him to make his hair nice and smooth, to take the tangles out like we used to do with your hair.	Oh.
		Yeh. Sh-sh-sh.

ORIGINAL TEXT	MOTHER	MELANIE
She wanted him to look his best because they were going to a birthday party. Emmy filled the washtub with warm, soapy water and scrubbed Timothy's ears and chin.	(Laughs)	(Laughs)
		(Laughs heartily) That's funny.
	(Laughs) Would you take him along to a birthday party?	
		No. (Laughs) He should go to a lamb birthday party.
	A what?	
		A lamb birthday party.
	A lamb birthday party.	
		A lambkin. *
	Well, maybe it is.	
		(Laughs)
She shampooed his fleece until it was soft and white.		
Then she rubbed him down with a fuzzy towel. Later on, when he was dry she combed his woolly coat.		
Emmy's father drove them to the party in his truck. Emmy was wearing her party dress, and Timothy had a new purple leash.		
The birthday party was lots of fun.		
		Th-a-a-ts why he-she took him.
	Why?* Because she had a new leash for him.	
		Yeah.

ORIGINAL TEXT	MOTHER	MELANIE
All the children wore paper hats, and bright balloons hung over the table.		
When the children sat down for ice cream and cake, Emmy tied her lamb to the table to keep him close.		
Suddenly...BANG...a balloon popped.		
	What do you think is going to happen?	
	Can we look?	
	Do you think there's gonna be a surprise?	
		O-o-o-oh.
The loud noise frightened Timothy. He tried to run away.		
The table collapsed, the ice cream spilt and the cake slid to the ground. What a mess!		
That evening, Emmy's father said Timothy was getting to big to keep as a pet.		
		What'd mean?
	Do you think it was a good idea to take Timothy to the birthday party?	
		Oh-o-o-h. No.
	Not really, eh?	

ORIGINAL TEXT	MOTHER	MELANIE
Early the next morning Emmy walked Timothy to the Wetherbee Farm. She hugged Timothy's woolly neck and promised to visit whenever she could		
Then she took off his purple leash and Timothy scampered out to meet the flock.		
He buried his nose in a clover patch, and graced with the other sheep in the morning sun.		(Laughs)
	Do you think he was happy?	
		Yeh. And then he'll -she'll come back and see him.
	Yeh. She's going to visit him often, she said didn't she?	
Timothy was back where he belonged. Now there were twenty lambs again at the Wetherbee Farm.		

SAMPLE OF CODED TRANSCRIPT

TASK 2(a): Picture Making with Stickers

DYAD: Mother and Ranny

AGE: 3

MOTHER	RANNY
Okay. This is some game. Do you know what they are?	
	Yes. Stickers. These are men.
What are the men doing?	
	Playing basketball.
	And that one's stickers too.
What kind of stickers are these?	
	Elephant, giraffe, alligator.
Right. And what are these?	
	Birds. *
And what's this one?	
	I don't know. A bird. I like this.
It's called an albatross.	
Do you see the sea lion?	
	Yeh.
Atlantic water.	
Marine water.	
Do you know what marine water is?	
	No.
Well, it's for things which can only be in water. *	
	Oh.
Now. What the lady will like us to do is. We can put all those stickers, and some more if you like and then if you would like to stick some of these stickers and make a picture on both sides.	*
	Uhmm.
	I'll do about two.

MOTHER	RANNY	
What are you gonna do about it?		
	I'm gonna put some on my letters and some on my stickers thing (paper provided). And then I'm gonna put one of these on one side, and then another one on this side.	*
Okay. Or you can make a decoration of space ships on one side.		
	O-o-h, really.	
Do you know how to put those stickers on?		
	Yes.	
How?		
	Just take them out the card and you peel them off.	
You mean if you peel them off then they'll stick here.		*
	Yes.	
Oh, excellent. Okay. Good.		
Do you know what this one says?		
	What?	
Fruits and Flowers.		
	Uhhuh.	
Then you could pretent that this boat is way out in the ocean and it's coming to this island where there is a whole bunch of fr-		
	fruits and flowers.	*
Right. Oh-oh. And that big ship must be going to -?		
	Disneyland.	Pers. Exp.
To Disneyland? Do you think they'll see a tiger at Disneyland?		
	Maybe.	
What about some of the other stickers?		
	These aren't sticky.	
They're not sticky. How do you think we should get them on?		

MOTHER	RANNY	
	Water.	
Yeh. We could a bowl of water. Should I do that?		*
	No.	
What are you going to do with them?		
	I'm gonna save them.	
You just want to save them and look at them?		
	Yeh.	
Which one is that?		
	The tiger.	
You can that on on the tiger's feet so that it would look like a turtle with a tail on it.		
Maybe, can you move this sticker over? Oh, it's stuck forever.		
Now the ship is coming is coming into the island.		
	You got mine pieces there.	
That turtle is bigger than a hot blade.		
	I'm gonna put one here. And this one goes here.	*
No. Land lizard. Remember when we went to the zoo we saw those little lizards in those cages?		
	Yeah.	
Well, it's like those.		*
What you think C. will do when they come home and see you with those stickers?		
	I don't know.	
You could finish these pictures.		
	Uhmm.	
And we could make a mobile. You could stick a hole through here and we could hang it up from there.		
	We can hang it up there.	
Okay.		

MOTHER	RANNY	
And when C. and Dad come home let's not say anything and see if they notice.		
	Okay.	
Can you count all your stickers. Count them out loud so we can hear.	(Whispers - one, two, three)	
	four, five, six, seven, eight nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three, thirty-four, thirty-five.	
Good. Thirty-five stickers. How many stickers are there as hockey players?		*
	One, two.	
And how many stickers are there of elephants?		
	One.	
How many stickers of iquanas?		
	I don't know what they are.	
Remember there was a land iguana, and a marine iguana.		
	(Points)	
Right.		
	This is the marine one. And the land one.	
The land one perhaps live in the desert maybe.		*
	I'm gonna Ah. Mummy, I'm gonna...	
Which one's you think C will like the best?		
	I don't know.	
No, don't waste them. This is my outside jacket. We're gonna go plant after. So you should save it. It might go up in this wind today.		*
	It crashed on the grass when it landed there.	

MOTHER	RANNY	
Right on that island with the fruits and the flowers?		
	Yeah.	*
Okay.		
	R-ig-ht here.	
If it crashed on an island what do you thing would happen?		
	No one will be able to get over in the middle of the race, you mean?	*
Well no, on the island. An island is a land with water all the way around it. And say this great big space ship came and crashed all on the land with the ocean all around. What you think will happen to the island?		*
	It would break.	
Uhmm. I don't know if it would break. It would be like ahm. It would be a great big piece of land. It would probably crash down some trees. Do you think?		*
	If there was any.	
Right.		
What would that be?		
	A planet.	
A planet?		
Where did you learn about those? C. told you?		
	Aha.	*
So what, did the space ship come from this planet?		
	Yeh.	
And landed right on the island?		
	Yeh.	
If he would have landed on the ocean right beside the ship, what would have happened?		
	He would have saved.	*

MOTHER	RANNY	
	He landed right here and it rimed right in the ocea- in the middle of the ocean, and this big ship had to carry him home.	*
Good id-e-aa.		
Do you think it would have made waves in the ocean?		
	Uhhmm-m-m.	
	Cause it hit its head first.	*
Do you think it would have splashed that boat.		
	Yeh. It hit right here by this front part here.	
Uhmm.		*
I bet that boat really rocked the space ship came crashing down.		
We have some little stickers which you can stick up here. Continue to fill up your..		
	Nah	
(Laughs)		
	I'll go and get a whole bunch of	
Where are you going?		
	I'll go get a whole bunch of ...	
Shall I just - oh. Okay. (non-linguistic context)		
Do you need help?		
	(Returns)	
	Mum, I think I'll have this strip.	
How come?		
	Because this whole bunch I'm just gonna move it over on this side. He (the turtle) should be on that. He shouldn't be in the middle of the ocean.	
Turtles sometimes are in the ocean though.		

MOTHER	RANNY
	But not in the m...
The very middle. Not in the very middle. Okay.	
But we don't wanna punch a hole in him anyway, do we.	
	Uh uhm (No).
Okay. What do you say, we punch right in the middle.	
	Uhmm.
I think we're gonna have.	
	It may not go through the back.
Okay. Let's see if we can punch one hole right here.	
What happens if I punched a hole here? Would that be better?	
	No. Yeh.
Well, would you take the sticker off.	
	Okay.
You shouldn't hurt that side. I'll put it right here while you punch.	
Okay. Real hard though.	
	(Perforates paper)
Excellent.	
Now, put that right on top of this to punch that hole. Then we'll put the string through the middle hole.	
Good. Okay.	
Now should we use this? Think you have some string in the kitchen.	
	And that would save it as a decoration, isn't it?
You bet yah.	
So then when maybe we're finished using it as a decoration for supper in	

MOTHER	RANNY
here. You can move it to your bedroom.	
	Or, I can move it to the dining room.
I suppose.	
Shall I just tie it to one of these loops in the lamp?	
	Yeh.
Could you cut the string?	
	(Cuts).
Probably this long. Right here. And then if it's too long we could make it shorter.	*
Okay. How low do you think it should be.	
	That low.
Do you think C will notice it.	
	I don't know.
Should we make it higher?	
	No, that's perfect.
There. We'll just leave that string there for a while.	
	Go-o-d.
Probably, they'll hit their heads on it too.	
I think they'll notice.	
	Now what do we make next?
Well. You could put one on one o' these eh.	
	Well, I've got one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seve.
That's very good.	
Di you have thirty-five before?	
	Yeh.

MOTHER	RANNY	
Which ones are your very favourite?		*
	These ones?	
The animals?		
	And these ones.	
And the ships.		
Okay. Can you look at the animals and show me which ones you saw at the zoo on Saturday?		
	Yes. This one and this one.	
Did you see an elephant?		
	No.	
How come?		
	Because we were observing the new zoo.	*
Right. And then on the other page of animals do you remember which one we say out there?		
	This one?	
No. On the other page.		
Didn't we see the sea lion. And he swam upside down. Through the glass we saw him. Remember he was swimming then he flipped upside down?		
	Yeh.	
Then I think behind the cage was someone. Then he saw us.		
	Aha.	
Then we saw the lizard.		
	Aha.	
Okay. And what are these guys?		
What would be your favourite sport?		
This is what Mary was doing. She's doing the high jump or broad jump.		
	This one.	
The ball player? (Laughs)		
	I wanna be that when I grow up.	

MOTHER	RANNY
Do you? Would you be a pitcher or a ball catcher?	
	A batter.
Well, you'll have to play something else to be a batter.	
	Well then I wanna be a football player.
You'll be a football player and a ball player. Uhmm.	
Now, what would you like to do with the rest of your stickers?	
What would you do with the rest of your stickers?	
	Write a letter.
We could write a letter. Who would you like to write a letter to?	
	Great aunt M.
	Well which one should we take.
Wll, whichever one you like. It's your letter.	
	But you can do whatever one you like. That's nice.
That's like a l-on-g time ago when Great aunt M. came over to Canada. She came on a boat when she came from Czechoslovakia - that's close to Russia.	
	Aha.
So maybe you think she went back with a boat?	
	Yes.
And another time I remember when Great aunt M. took mummy to the zoo and mummy was just little, so she might like an animal. I don't know.	*
	Could I please have a piece of paper?
Are you gonna put it on right now?	
	Aha.

MOTHER	RANNY
Okay. I'll get a piece of paper.	
A big piece?	
	Yah. A big piece.
If you wanted to...	
Are you going to write a letter right now?	
	Yeh.
Have you got a pen.	
	I'm gonna make waves.
Okay.	
	(Non-linguistic)
V-e-ry good.	
What else could you draw in the picture?	
	R-a-in clouds.
Rain clouds?	
Do you think it would be raining on the great Atlantic ship?	
	Yeah.
	Now what should I do?
Well. Probably it's not gonna be a very heavy rain, cause it's one cloud.	
Do you want it to be a very heavy rain?	
	No. Only a little.
Only a sprinkle?	
	Yeh.
Well that might do it then. Maybe you could draw.... maybe a fish jumping out of the water?	
	Yeh. But, if I would have (selects a boat)
O-o-h, well maybe what you could do is to draw the land way over here, then the boat could be going over towards the land, and on the land you could have one of the animals waiting to see Great aunt M.	

MOTHER	RANNY
	Where should I put it?
Uhmm. Maybe, beside here on this side.	
	Right in here - ha?
You can have it over there too, sure.	
	Over the hills.
Well, sure. The mountains. Good idea.	
Do we have any animals that live in the mountains? From this lady (researcher)	
	The deer.
But not from this lady that we got here.	
A bird!	
	This is a bird.
What does this look like?	
	Like the bird in that X ?
O-h (Laughs)	
Okay.	
	There's some people on it. A chelo.
That's a chelo. Okay.	
And what's that?	
Can you tell me what you're drawing?	
	I thought you know.
I can't see.	
Somebody with a lot of hair.	
	Yeh.
O-o-oh, neat.	
	(Laughs)
Is that person holding the shovel?	
	Yeah, and a pail. And there is only one pail.
	These are all my stickers that's left.
Okay. You don't want to put any more stickers on for aunt M?	

MOTHER	RANNY
	Yeah. But if you'd get a bowl of water I'll stick these on.
So what do you say.	
	No. Don't worry I'll take them off.
Should I take them off?	
	Yeh. They're very hard.
Oh boy, they're so hard you might break their leg.	
	I broke his head.
	Should I write great aunt M. with one of these?
Sure.	
	Why don't you open one of this then.
You'd have to tell her who its from. That's for sure.	
	Uhmm.
Now, I'll give this water. And what you have to do is just dip - no just your finger in it, the back of your finger and stick it, because if you stuck the whole picture in it, it would probably be too wet and all the glue would come off.	
Okay, is he gonna be bouncing the ball up the mountain or in the sky?	
	Here. He's going up to Heaven and he's watching.
(Laughs)	
It's not sticking too great is it?	
	Uhmm.
O-o-h. Look what. They're sticy. We just peeled it off wrong. So we don't need the water.	
	Oh!
So that's good news, isn't it?	
	Yeh.

MOTHER	RANNY
He looks like he's happy isn't he?	
Okay. Should we put the rest of your stickers away?	
	Yes. But what should I write.
Do you wannt put, love R.?	
L-o-ve and then R.	
Very good.	
And now are you gonna put your stickers in your drawer?	
	Yep.
Okay.	

SAMPLE OF CODED TRANSCRIPT
TASK 2(b): Playing With Magnet Kit
DYAD: Mother and Jake
AGE: 3

MOTHER	JAKE
Come and see this game, J.J. Come and look and see what it does.	
I'm not too sure but we've just gotta see what's going on.	
	Mum, you don't even know who that is?
I don't know what it is.	
Do you?	
	Yeh.
Who?	
	Mickey Mouse.
Mickey Mouse.	
J. do you know what a magnet is?	
	Yep.
What is a magnet. Mickey Mouse magnet. See, it's called Mickey Mouse magnet. What does the magnet do? What does the magnet do, love?	
	What does this stuff do?
Oh! What does that stuff do?	
Oh, look! Look. Oh.	
See, it's got two magnets. Those are called magnets. And do you know what they do? Look at this (clicking of magnet picking up material)	(Laughs)
Okay. Why don't you dump all these this side.	
Oh, that's fun eh?	

MOTHER	JAKE
	Two sponges.
Two sponges. Yeh.	
What are all these things? What are these things?	
What is this? What is that? What is that J.?	
This is a cork. Isn't it? It goes on a bottle.	
	Right.
It doesn't work on the cork. I wonder why it doesn't work on a cord.	
	It works on this.
Try and see.	
	It did.
(Laughs)	
	It's gonna work on this. No. That's too soft.
The sponge is too soft.	
	Uhhmm. Caught it around there.
But it will pick it up when it is hooked into that metal hool there.	
	Oh. this one will work.
Which one?	
	That.
Try that.	
	Strange. It holds on to that rod.
Neat, isn't it?	
What about paper. Would it work on a piece of paper.	
	It didn't stick.
It didn't work out either. A-a-ah. If the paper has a hook on it, then what happens?	
	It works.
It works.	
	Oh, this one works.

MOTHER	JAKE
A-a-ah. If the stick has a what around it...	
	A thing.
What's that? If the stick has a paper clip?	
	Yep.
Aha. Then it would work.	
	It is a secret.
Uhhmm. Try another one.	
	How many of these I could get? Two.
How many?	
	One, two, three.
Four actually, because you've got a last one there. Right.	
	And this is * on there.
It is?	
	Yeh.
	Now, let's see. Nah.
(Laughs)	
	Can I go show dad?
Look at this one. What is that? D'you know what that is? What do you do with that?	A scrubber.
What do you do with that? Scrub pots? Is that the stuff you scrub pots with?	
What's in here J?	
	I don't know.
Dirt.	
	Isn't that awful? It's dirt. Of course.
D'you think the magnet will pick that up? What d'you think.	
	That was on that wood.
Yeah.	
	Uh. Ha ha.
I don't know if it is dirt.	
	It is dirt.
I think it is .... Try it again. Try it again with the magnet.	

MOTHER	JAKE
It's not really dirt. I don't know, honey.	
Put it right on there in the middle.	
A-a-ah. It picks it up.	
	(Laughs) See, it is dirt. It is dirt. No, it's mud.
It's mud? I think it's metal. Maybe it's iron - iron, what do they call it - filings. I think that's what they call it.	
Did it work on those? Did you try those?	
	I'm trying it now. Nope. It didn't work. This one does.
Uhhmm.	
	Oh, let's try this one. Now it's really gonna work.
Aa-ah. What are you doing?	
	Putting a hook on.
*So you're putting a hook on the sponge. You think then it will work.	
	It's gonna .... There. (Laughs)
(Laughs) Have you ever seen a magnet before? What d'you think of that?	
	It can pick up this?
U-u-h. Careful. Careful.	
	I, I, I just pushed it off.
Uhhmm.	
Did you try this?	
	Uh, oh. Yep. I'm gonna try this.
Well, try it an see. Do you think it will? U-u-u-h. Jumped up, didn't it? Try that again.	
(Laughs)	Hello. It's already there. (Laughs)

MOTHER	JAKE
Try it on you. See if it'll stick.	
	Nope.
It doesn't eh? You think you're too soft too?	
U-u-h. It would even do that.	
	It works on there.*
On the other side, even. Won't it.	
Try it on this one then. It doesn't work on that one does it? Doesn't work on that one either.	
	I didn't even try this one and this one yet.
You didn't?	
	No. Why two more elastics?
I don't know.	
	To put on the balloon maybe.
(Laughs) To put on the balloon.	
	Hmm.
A neat thing isn't it.	
	But it sticks to there.
Uhhmm.	
	To that.
That's right. But when that's not on there, on that stick....	
	Nope. It won't work.
I wonder why. It has to have that doesn't it. It has to have a paper clip on the stick.	
	Four!
Four what? Four things on your thing. Four paper clips.	
Try it on these irons.	
	It wouldn't stick on those irons.
Wouldn't it? Why?	
You don't know.	
	No.

MOTHER	JAKE
I wonder why it didn't work on that. That's a metal. You'd think it would Wouldn't you?	
	Uhhmm.
A-a-ah. If you hook that paper clip in there then it would.	
(Laughs) You're pretty smart. So that works.	
	I spilled on.
Have you?	
	I don't know how you can make them stick on.
It sticks. Oh, don't take it off. You don't wanna break it. That's a kind of a neat thing.	
	I don't wanna play with it any more.
You don't wanna play with it any more.	
	Maybe later. These paper clips go in there.
Uhhmm.	
	Daddy watch this.
(Father) What happens?	
	This magnet will pick that up.
(Father) What kinds of things would it pick up J?	
(Mother) It's a special kind of dirt. Iron filings I think.	
Dad's gonna do something.	
(Sets iron filings on paper and uses magnet to make filings move.)	
O-o-o-h. (Laughs)	(Laughs)
That is neat. Look at the little ones.	
	Put this on.

MOTHER	JAKE
I don't know whether that'll work. You can try it.	
	Yes, it does.
Neat, isn't it. What does it look like?	
	A little boat.
A little paper clip boat? That is so neat. With the magnet underneath it. Then it just pulls it along.	
	It's magic.
It is just like magic.	
	I'm just gonna try.
Okay. Oh. You'll make it.	
	Ah. This one is off. I'll try these.
You'll try a whole buch of paper clips in there.	
A-a-ah.	
	It won't go through that.
That is so funny.	
	It did.
They remind me of little bugs.	
You could stay here and help daddy put them away now. Because we're all going .... You could show them after.	
	(J. sings)
That was a pretty nice game, wasn't it. You'll have to play with it again afterwards.	
	It was fun.

SAMPLE OF CODED TRANSCRIPT

TASK 2(b): Playing With the Magnet Kit
DYAD: Father and Vanny
AGE: 4

FATHER	VANNY
What about this. You've gotta take this out (staple) before we can get it all opened up.	
	Uhmm.
	I'm breaking those XX. I'm a breaker.
Oh, no.	
	I'm always a breaker.
What's it doing?	
	I don't know. It picked this up.
It picked this up?	
	Whatever it's called.
Well, it's a kind of a rod.	
	A rod?
Let's see the instructions in here.	
	Should you play with it .. if you want to .. Dad?
	You are so escape gees.
	Hey Dad. I could do it. Look at this.
It looks like fun, ain't it?	
	Yeh. You should try it.
Did it pick that thing up?	
	Oh, yeh.
Uhm. It can. What about this thing? Could it pick that up?	
Yeh.	
And this?	
	Yeh. Daddy.
Ye-h.	

FATHER	VANNY
What have we got here?	
	I can't pick that up.
Here. Try that thing here.	
	Yeh! Daddy.
Yeh.	
	Daddy .. I picked it up.
Well. Okay.	
I guess you can do whatever you want with these things.	
	But not this. See? Dad. Dad. Look at this.
Uhmm.	
	I could - I could pick this up.
	No. I can't
It would pick that up. That's wo--. What is that?	
	I don't know.
	Cork.
Yeh. Heather's helping you. She's cheating.	
	I know. But she's supposed to know.
This is a kind of a paper clip.	
	I can pick this up now.
I know. It's got that piece of paper clip pushed in there -ain't it?	
	Uhmm. I think I can't. I think I can't pick this up.
Yeh. If we stick these together like this - shall we?	
	Yeh
Now, what you gonna do with them.	
Well, you gonna pick those up -- right?	
	Yeh. I can't.
Wonder what these are in the bag here for?	
	Big deal. Ye-a-h. I X it for yah.

FATHER	VANNY
This is sure good for getting all over the carpet.	
	What is it for?
I don't know.	
	Oh -- well.
It feels like little metal filings.	
	Oh. Yeh, it does.
	But right here is a big bump.
A big bump.	
	Uhmm.
Uhmm. And I think the magnet would likely pick 'em up but ...	
	I'll try.
Oh, you'll try? and how we're going to get rid of them eh?	
	I don't know.
I don't know either.	
	Put them back in the bag.
Well, but I hope they don't get all over the carpet.	
	Ah--ah. You'll have to vaccuum, then.
Aha?	
	Then you'll have to vaccuum.
Yeh - I guess maybe you will, won't you?	
	Ah - I just need one.
You need one?	
	Bump.
A big bump.	
	Yeh - just a bump.
Uhmm.	
	Uhmm. That's big enough. (Sings)
You could stick it down in there and see what happens.	
	Okay. That's.
See how close you could get to them without touching them.	
Just put it down. You just put it down. See if .... before they jump. See if they'll jump up.	

FATHER	VANNY
Oh! They did jump a little bit - didn't they?	
	Uh ha. What is that?
What does it look like?	
	I forgot.
You don't know.	
Oh, I think they kind of look like snowflakes - a black snowflake.	
	Yeh. It feels like dirt. (Laughs)
No. It's metal filings.	
	Uhmm. Now I got it all dirty.
Okay. You want to try it again. The other one.	
	Yeh. Your face could get dirty.
	C-mon.
*Hey - what's your hair doing?	
	(Laughs) I don' know.
You didn't get as much on there. Let's try it again.	
	X X
Well, how's that? Is that better?	
	Yeh.
Not too much better. Try it again.	
	Yeh.
It never picked up that big piece though did it?	
	No. Cause it.. Got to go wash it now.
That'll be okay.	
	Could you play with it?
Oh, I'd hate to play with that afterwards.	
	O-o-oh.
Would you try and pick up some other things?	
What about these things? Try them.	
	Yeh.

SAMPLE OF CODED TRANSCRIPT

TASK 3: Brigg's Family at Supper

AGE: 5

FATHER	MOTHER	BRIGGS	BRENDA
		Uh-uh-uh-uh (Seems to be attempting to gain Dad's attention)	
		That is the short hand (indicating time)	
	No yet. It's a little off.		
		Here!	
Think you'll break it - right?			
	Well, it sure stopped. Just a minute. I'll get the hot (inaudible)		
		It's not cutting.	
	Ou-ch.		
	It should go under here.		
	Daddy will cut it for us.		
		If you loosen it - ah- then it will cut.	
	Oh - s-or-ry.		
		Oh. Alright.	
Did you say Grace?			
Did you say Grace?			
	Don't want monkeys on the table Renda.		

FATHER	MOTHER	BRIGGS	BRENDA
	Let's say Grace before you pour the water.		
	Who's gonna say it tonight?		
	Briggs?		
		Nope.	
	Aren't you gonna say it like you do at kindergarten?		
		No. I already did that.	
			He don't know it.
Okay. Day will say it.			
	Alright.		
For what we are about to receive make us truly thankful. For Christ's sake. Amen.			
		I prayed with my eyes open.	
	Put the vegetables in -ah - with the chicken.		
		W-o-o-o.	
	You got your favourite vegetables.		
D'you like the ? son?			
		Yes. My favourite.	
	Don't you like carrots?		
		Yes.	

FATHER	MOTHER	BRIGGS	BRENDA
	Well let's put carrots then.		
		(Ummh, laughs)	
Sit up at the table. Did you have fun today son?			
		Yes.	
	Daddy, would you cut the chicken please? We're all waiting.		
What did you do for us today?			
Did you have a lot of fun with us?			
Could you tell us what you did?			
		We make Mum and Dad sleep.	
	You mean - you let Mum and Dad sleep.		
Mum and Dad had a rest and you were over at the neighbours.			
		Right - while you....	
What did you do at the neighbours?			
		This knife's cutting.	
Oh-oo-h.			

FATHER	MOTHER	BRIGGS	BRENDA
	Great. You know- but don't put the knife in your mouth Brenda please.		
What did you do at the neighbours Son?			
	Daddy cut the chicken please.		
		Oh, we were playing and cleaning Kim's room. It's always a mess when we come.	
Is it?			
	Maybe that's why she invited you over so that she could get you to work. (Laughs)		
	Think so.		
What?			
	What happened to Chris and Lloyd? Did they go to bed?		
		Mrs. --- had a long nap.	
	Did she?		
		Yes. She slept through lunch. Yeh.	
	Ummm.		
	There's a bone there.		

FATHER	MOTHER	BRIGGS	BRENDA
		I don't know.	
There's no bone in it.			
		It better - oh-oh.	
			There's a bone in the other piece too.
		We had pop.	
When did you?			
	When we had supper going.		
		(Sings) Na-na-nah-nah-nah.	
Who wants meat?			
	I do.		
		Doh-doh-doh-doh.	
	I don't mean a great big piece.		
There.			
	Thank you.		
		You know what Mum?	
		A whole meat.	
Is this chicken cut. Is this good enough?			
	I don't know.		
		That's too much Daddy.	
			That's not enough.
		Yuk, yuk.	
	Now, you could try some of that gravy on some of that rice. You might like to kill it. So would Briggs?		
		Oh - thank you mummy.	
	You're welcome Briggs.		

FATHER	MOTHER	BRIGGS	BRENDA
Are the carrots alright?			
		Umhm. They're my favourite. I don't like them cooked.	
	You want some gravy on your rice?		
		Yeh, I do.	
	Yes, please.		
		Yes, please.	
		Mushrooms. Mum, do we live by a sunny hill?	
	Do we live by a sunny hill?		
		On the sunny side.	
	No. We don't live on a sunny hill.		
		(Laughs)	
	This is mushrooms and gravy. Don't you want that on your rice?		
		Yep. But I don't want any fruit.	
We're gonta beat you then. Okay, Briggs?			
		I'm eating one full mouthfull.	
We're gonta beat you today?			
	You hadn't any carrots darling?		
Two or three times.			

FATHER	MOTHER	BRIGGS	BRENDA
Brenda's pretty good, isn't she? when it comes to a context.			
	Want some tea, Dad?		
Yes, thank you.			
		No. G-osh.	
	What did you say - no thank you, or yes, no thank you?		
		(Laughs)	
		Ummhm. Good chicken.	
	Was it good?		
		Yeh. Umhmm (Laughs)	
	Don't be silly boy.		
		Umhmm. It was good.	
	Nice to have a nice hot meal when it's rainy and horrible out, ain't it.		
		Uhmmm (whispers)	
	Don't snap.		
		Is that gonna start after we're done supper?	
Umhmm.			
	Umhmm.		
		(Sings aloud)	
	Brian-an.		
		Umh.	
	So the only other choice - Annie?		
		What Annie?	

FATHER	MOTHER	BRIGGS	BRENDA
	Sh-ss-sh. No. It's dad.		
		There - ah-m something about Star Wars.	
	The Empire Strikes Back?		
		That's a new??	
	A new movie. That's not the one you went to see, this		
	E.T.		
		That's not Star Wars.	
	Stephen Speilburg?		
You like some more of the chicken, son?			
		Yep.	
	C'mon let's eat.		
		I wonder what we'll have for dessert.	
	Oh, I know. We could have -- cake.		
		Yeh.	

FATHER	VANNY
Try them.	
One rought one and one's smooth.	
	Which is the smooth one?
Well, I guess they're both smooth.	
	One more?
Okay. Try this brass thing see if it would pick it up. Yeh. It's metal.	
	Mum. I picked this up. If ain't and then it got dirty.
Yeh. There's some metal filings in there.	
	What'd it look like.
What'd we decide it looked like V.?	
	I don't know.
You don't know!?	
	I forgot!
Al-r-e-ady?	
	Yeh.
Didn't we say black snowflake?	
	Yep.
Yeh.	
Look, kind-a funny ain't they? Try these things. See if you could pick them up.	
	Yep. I'm try - I'm trying to see if I can pick up these big things.
Oh-oh. That's an elastic. There's no metal in elastic.	
There's no metal in elastic is there? So you can't pick it up.	
	No.
That ah -- that's a welding rod.	
	Uhmm.
You know what a welding rod is?	
	No.

FATHER	VANNY
Well, it's kind a metal that -- the people with electricity use and they weld stuff	
	Uhmm.
together -- and it's just like real hard glue. You can't pull steel apart.	
	Like glue.
So there's metal in that. That's right. Lift that up.	
Try those.	
See how many you could get on there.	
	Hey -- hang on. Uhmm.
What are you doing?	
	That can't come off of this.
Well - how many you got there? Ah.	
	Ah. There's more 'an one.
How many you got on there?	
	I don't know.
Ah.	
	I don't know.
You got all -- just about all the paper clips there?	
	Yeh.
Uhmm. It must be how many? About six or seven of them? Oo-oops.	
Some of them aren't sticking -- are they?	
	Oh no.
It's not too strong a magnet.	
Okay. Some of them are sticking to the-- right on the pins without the magnet - aren't they?	
	Uhmm.
Because they're all touching the magnet.	
Now what happens when they're together? Do they pick themselves up?	

FATHER	VANNY
	Yeh.
No. You got to pick them up. They don't stay together.	
You put the magnet on -- then what happens.	
	(Screams) (Laughs)
What happened?	
	I got it.
You got the cork too.	
What happened?	
	(Laughs) I got it.
Yeh-a-a-- a magnetic force went through all those clips. And it'd still let you pick up this paper clip on the paper, eh?	Yeh. Ah.
	Uha.
The magnetic force goes straight through the -- piece that usually don't have the wood.	I bet I can't pick this thing up.
No - you can't. Can you? Guess there's not the right metal in there.	
	It was in the fork.
That is kind a metal. But it's ah -- what they call white metal -- and it's no-ah-it resists magnetic ah - force - cause there's a kind of magnetic field through there.	
	Uhmm.
I know. It kind a hard to explain. I can't do a very good job at explaining.	
	Uhm.
But there is a force that runs between here and here.	
	Uhm.

FATHER	VANNY
And it helps to pick these things up.	
	Uhm.
When you get a little bit older they explain in school - in Science I think.	
I don't know if Heather is taking yet or not.	
She'll be taking it pretty soon.	
She'll be taking it pretty soon.	
	I could pick that up.
That's Bingo. It just jumps right through it. Didn't it.	
Didn't even have to touch it.	
	O-o-o-h

VANNY AND MUM - PICTURE MAKING

MOTHER	VANNY
Okay, here's some fun things you'd like to do.	
	Uh-ha.
What are these?	
	Stickers.
Stickers.	
We got three sheets of stickers here. Which one do you want to do first?	
	This one.
What kind is that one?	
	I don't know.
That looks like different ka - kinds of game players. Eh?	
	Aha.
Okay. What you gonna do with them?	
	Put them on here.
What kind of a game player is this one? Hm?	
	I don't know.
Don't you know what kind of a player he is?	
	Uhhm. (No)
You've seen Kenny do that.	
It's hockey?	
	Uhmm.
	When did I watch him.
You watched him when he went down the road to play hockey.	
	On the road.
Uh hm. That may be dangerous, isn't it?	
	Yeh.
Okay now. Just a minute, before you do another one.	
What does this man hit with that hockey stick?	
	A ball.
No. It's called puck.	

MOTHER	VANNY
You think you can take your pen and draw a little hockey puck right here beside this hockey stick?	
	Uhhmm.
Okay. Now that you've got that all taken care of - what does a hockey puck look like?	
You though that it was like a ball, didn't you?	
	Uhmm.
What shape is a ball?	
	Round.
Okay. You could make something round right near the hockey stick. Make it look like a little puck.	
Godd!	
Okay. What other kind of players we've got here.	
	Aah.
You want that one?	
What is he doing?	
	I don't know.
You can't remember what it's called?	
	Uhkmm.
Okay. He's playing tennis.	
Okay, Stick it up carefully.	
	There. I want to put it right here.
Okay - do you know what he does?	
	No.
He hit the ball.	
	Then I an got to make a ball.
Okay. Then make a ball. Right underneath here.	
	Uhha ... there.
Uhhm. Now. what's this guy look like he's doing?	
	Football.
Football?	

MOTHER	VANNY
Well this one's over here is playing football.	
	Oh .. I want that one.
That one?	
What is he doing?	
	Playing football.
Ye-ah.	
	He's got the ball. I was going to make a ball.
He's got the ball already, hasn't ne?	
	Aha.

APPENDIX I

SAMPLE OF RESPONSE TO TASK 5: LOG KEPT BY FAMILY 1

Day - Sunday, May 16

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EXPLANATIONS
Mother & Kent	Waking up "Mommy, come in my room. Where are you? Come in my room...Get me dressed...What day is it today? Who's coming today? What will Kent do? Who will Kent play with? ... What will Kent do today? Is it Sunday? What will Kent do on Sunday?"	9:00am	Usually starts the day with numerous questions about what will occur. Tends to repeat questions several times. Refers to himself by his own name frequently, although he does use the pronouns "me" and "I" as well. On this particular day, Kent's cousins were coming to visit.
Father & Kent	Building a closet. Kent asked his father what he was going to do today and when he would play. His father explained he would be building a closet downstairs and he could play later.	9:20am	Kent remarked about the closet often during the day. He was especially interested in what tools Bruce was using and would try to identify the tools by sound--pounding of a hammer, cutting of a saw.
Mother & Kent	Lunch Kent wanted to know what he could have for lunch. He asked if there was any dessert. He wanted to know where he could sit.	12:30pm	Kent was a little concerned about where he would have lunch. His cousins were here and he wanted to be sure I would be nearby in case he needed me.
Father & Ken	Garden Father & Kent went outside. Kent told his father to sit on the swing while he	8:00pm	Checks out the garden regularly. (Both is father and grandpa are interested in gardening and gardening seems to be a main conversation topic.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EXPLANATIONS
	went to see how things were growing. "Chives are there" he said.		
Father & Kent	Playing "Will you play after? After, do you think? Could we go upstairs after?...Don't turn it. He's going to pop out if you turn it. He might frighten me."	8:30pm	Kent wanted his father to play. They went upstairs to play with the jack-in-the-box. Kent was referring to the jack-in-the-box in the second part of the quote.
Day - Monday, May 17			
Mother & Kent	Storybooks "What will Kent do now? Read? Can Kent read? Where is the peddlar book? The peddlar book that the lady gave?...You read. Can you read it? You read it to Kent."	9:30am	Kent had finished breakfast and he remembered about the new book "Caps for Sale". I read the story to him once more.
Mother & Kent	Buying new shoes. We went shopping for new shoes. Kent likes to shop but he doesn't like to try on new shoes. He kept asking, "Can I put these shoes back on?" He cried at the shoe store. Afterwards, he asked "Why did Kent cry?"	11:00am	Becomes very anxious when strangers are involved. After an upsetting experience, he asks us to tell him about it again, rather than trying to forget about it. Several times during the afternoon, he said "Tell about the new shoes."
Mother Father & Kent	A toy--plastic van that converts to a helicopter with the	6:00pm	After supper while we were having tea, Kent brought a toy over to the table.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EXPLANATIONS
	push of a button. "The Mommy's going back in the trunk to see if the groceries are there." (I pushed button) "No, no, don't push that button. The mommy has to go an buy...The boy shouldn't open the trunk because there's a bunch of groceries and they might fall out...Oh, no. They fell out. 1,2,3,4,5,6,7,8, 9,10,11,12,13,14, 15,16, eleventeen, 18,19 groceries to pick up...Look at those wheels. Are yours like that, Daddy?"		He played beside us, mainly having his own game, but occasionally interacting with us. Counting is a newly acquired skill for Kent and he often brings it into his playing activities.
Day - Tuesday, May 18			
Mother & Kent	Breakfast "Mommy, I want my breakfast. Breakfast. Is it cereal?" (Yes, cereal). "I want Crackling Bran. Crackling Bran today. I won't change my mind. You help with Crackling Bran. Kent won't change his mind."	9:00am	Likes new words and especially expressions, such as "change my mind". We used the expression several times last week and Kent was delighted to be able to add it to his own vocabulary. He brings it in whenever he can.
Kent (to himself)	Play telephone "Phone Darren now. Darren lives at 3,4,5,6, 7,8,9." (Dials those numbers on	10:00am	Kent was playing by himself while I cleaned up the kitchen. He will play contentedly for periods of time as long as an adult is somewhere nearby. In this situation, Kent was phoning

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EXPLANATIONS
	his play phone) "Oh, hi. Hi Darren. (Laughs) You come to my house? (Laughs) Sunday. Come to my house on Sunday. Just a minute, just a minute. (Laughs), then babbles indistinguishably) Bye, Darren."		a boy who had come to visit two weeks ago. A new expression here was "just a minute" which I suppose his parents use on the phone.
Mother & Kent	Shopping in a bookstore. We were looking at children's books when Kent spotted the book Bruce had read to him two nights ago. He asked if he could see it. He looked through it page by page carefully.	11:30am	Enjoys reading through his stories over and over. Seems to appreciate them more each time. In this case, the story was "The Little Lamb" from the research project.
Father & Kent	Cleaning up after supper "Can I help? I'm big to help. Can I" (Father explains where Kent can put some of the dishes away) There, that's good. I'm doing a good job. There, it goes there. What else, Daddy? What else to help?	6:00pm	Likes the idea of helping out around the house, especially if it's his own idea.

Day - Wednesday, May 19

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EXPLANATIONS
Father & Kent	Breakfast "Help me, Daddy. Help with the porridge...When's Nana coming, do you think? ("Soon") Give me a little bit... What will we do with Nana? ("You could read stories.") "Has she seen my library books? Hector Proector? How about the encyclopedia books? A picnic? Would Nana like to go on a picnic?"	8:00am	Likes help with his meals from to time, mostly because he then has someone's undivided attention to talk with him. In this conversation he is referring to his latest library books, one of which is called "Hector Protector". A favorite pastime also is browsing through our set of Childcraft Encyclopedia. Kent's grandmother (Nan) is coming to babysit today.
Mother & Kent	A new magazine--"Chickadee". Kent was showing me a new children's magazine, after I arrived home from work. He was looking at a picture of food and pretending to eat it. He asked me if I wanted some, then said, "You can't really eat it though. Just pretend it."	1:00pm	Enjoys games of make-believe. At the same time, he makes an effort to distinguish between real and make-believe. "Pretend" is a new work in his speaking vocabulary.
Mother & Kent	Drinking juice. "I want some apple juice. Apple juice. Pour me some apple juice." (Yes, here's some apple juice.") Talking to himself, "Don't spill it, Kent. Don't spill.'	4:30pm	Reminds himself to be careful or remember certain rules.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
Father & Kent	Bedtime "I think I hear Blue McChocolate having a snack with Gram. You see that little lump on the bed. That lump is Blue. I can hear him. Where's Lolly? Lolly McChocolate. She's with her friend."	9:30pm	Has an imaginary family called the McChocolates which he refers to especially at bedtime.

Day - Thursday, May 20

Father & Kent	Saying good-bye. (Bruce said good-bye to Kent) "Bye, bye. Where are you going?" ("To work.") "Who will be at work? Sigrid? Pat? "Christine" Will they" ("Yes.") "When will you come back? Tonight?" ("Yes". Bruce leaves.) "Listen. It's Daddy's car starting up. The Rabbit. Where's the Rabbit going?"	8:30am	Asks many questions for information, often when he already knows the answers but wants reassurance. At the end of the conversation he's referring to Bruce's car, a Volkswagen Rabbit.
Mother & Kent	Picking up toys. I asked Kent to pick up his toys. "You do it. You're big. I'm too little." (I suggested we do it together and then go for a walk) "I could help. It's a good idea. A little bit anyway.	11:30am	Likes the idea of doing work together, especially when he has a goal. In this case, the idea of a walk offered good encouragement.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
Kent (to himself)	A pretend picnic. "Guess I'll make a picnic. Get my truck. Here's a good place" (Drives his truck to a corner of the kitchen and opens the trunk) "Sandwich. Peanut butter sandwich. One for Mommy...Cheese, apple juice, cookies."	12:30pm	Kent was playing by himself while I prepared lunch. Likes to play-act happy experiences, such as picnics, birthday parties, trips.
Mother & Kent	Preparing for I suggested a nap. "Not yet, though. First, a drink of juice. Then, go to bathroom, have a treat, go upstairs, put on a pamper. One story, one song."	2:00pm	Likes routines. Tries to establish an order to things and responds best when he knows what's expected.
Mother & Kent	Driving to a children's concert. "Who will sing?" (Bob Schneider) "Bob Sider? Not Bob Egland, not Bob Suitor. A different Bob."		Kent was trying to sort out the fact that different people could have the same names and that he knew three men called "Bob".
Day - Friday, May 21			(Kent spent the day with his grandparents. He came home right after supper)
Mother & Kent	Wearing new shoes. I suggested to	6:30pm	Is reluctant to discard old clothes and wear new ones.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
	Kent that he put on his new shoes. "No, not yet. Not anytime. Not going to." (Cries) "Where are my other shoes?" (I explain the old ones are too small) "No. Want other shoes" (Cries) "Are you sad?"		After a refusal to cooperate, he often checks on our reaction ("Are you sad?" he asked several times later.)
Kent (to himself)	Fixing a toy truck. "My truck won't go. Have to fix it. Where is my tool box?..."(Goes to find it) "Kent can open it. Here hammer, saw... where's my screwdriver. Did Brice take it? I need my screwdriver. Ask Mommy that. Mommy can find it.	7:00pm	Uses words to express what he is doing, even when he is not actually addressing anyone specifically. Likes the idea of doing certain things independently. (Recently learned to open his tool box without help). "Brice", whom Kent mentions, is another three year old who had been visiting earlier in the week.
Mother & Kent	Coloring Kent said he would like to color and asked me to color with him. We got out crayons and a drawing pad and colored for about 20 minutes.	7:30pm	Can identify all the basic colors. Often chooses black for his own drawings. Draws shapes with clear bold strokes. Talks constantly as he draws, often explaining his pictures.
Mother, Father, & Kent	Evening snack. "What will be for snack? Is it ready yet? I want my snack." (Climbs into chair and looks at his rice pudding.) "Rice pudding! Oh good! Kent's lucky with rice pudding!"	9:30pm	Having an evening snack is part of Kent's routine. After his snack, he is prepared to go to bed. He has some favorite bedtime snacks, but is happy with almost any evening snack.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
Father & Kent	Bedtime stories Father tells two bedtime stories to Kent. Tonight Kent chooses "Cinderalla" and "Hansel and Gretel."	10:00pm	Has favorite stories (also songs) which he asks for often. He sometimes takes the part of one of the characters and "acts out" the story as it it told.
Day - Saturday, May 22			
Father & Kent	Getting dressed. Bruce had helped Kent to get dressed, but Kent then decided he didn't like his shirt. He requested another shirt which was in the laundry, then started to cry.	9:00am	Is sometimes very definite about what he wants to wear. When we can't oblige him, our best approach is to distract him in some way. In this case we asked him to choose his breakfast cereal and he soon forgot about his shirt.
Mother & Kent	A haircut. "I don't mind to have my hair cut,.. just a little bit. I'm big to have my hair cut. Will my hair be all gone?" ("No") "Are you my barber?" ("Yes") "Daddy has a barber...When will it be finished?..Does Daddy's barber give raisins?"	10:30am	Feels unsure about haircuts, shampoos, etc. Tries to reassure himself. Once again, it helps to distract him and in this case he was nibbling raisins.
Mother & Kent	Making a grocery list. "Celery, apple juice...We need apple juice..meat I guess. What	11:00am	I was making a list and Kent asked if he could make one too. As he made scribbles on his paper, he recited what he would buy. I was erasing something when he asked about

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
	else do we need Mommy?" (Lettuce and tomatoes) "And oatmeal, I guess. Do we need oatmeal? Why are you scrubbing yours off?"		scrubbing it off.
Father & Kent	Going outside. Bruce was going outdoors when Kent asked him to play. Bruce asked Kent to go with him. "No, play upstairs... in my room" (Cries) Bruce asked Kent if he could help pick dandelions and Kent then agreed. "Play later, will you?"	11:15am	Likes to have his own way, but cooperates well enough if given a reasonable alternative.
Mother & Kent	Playing a record. "Play a record, not 'Oh,My'". (Which one?) "The other side of 'Oh, My'. You find it. The other side of 'Oh,My'. That's a good one. Do you like that one?"	1:00pm	Listens to his records for twenty to thirty minutes at a time. Often asks for a record when he's somewhat tired. Knows the songs well and can often tell which song comes next. "Oh My" is the title of a song.
Mother & Kent	Waking up from nap. "I'm bringing my shoes down. Down the steps. Put my shoes on...These shoes will be all right. Tell about these shoes. Tell about the Jack and Jill store."	4:00pm	Kent hasn't completely "recovered" yet from buying new shoes. He's referring to the new shoes here and to the store where we bought them.
Mother, Father, Kent	A chocolate dessert. "Look at my fingers. I have chocolate fingers.	6:00pm	Is sometimes concerned if he gets his hands or face dirty. Usually asked to be washed. "I wonder" is a favorite new expression.

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
	See, Daddy... chocolate fingers ...sticky...see Mommy. Wash my chocolate fingers. Will it come off? I wonder if it will come off?"		
Mother, Father, Kent	A missing toy. "Where is my screwdriver? I can't find it for a long time. Maybe Brice has it. Did Brice take Kent's screwdriver?" (No) "Did Brice have something in his hand when he went home? Did he?	6:30pm	Kent is referring again to a toy that has been missing since his friend visited.
Mother & Kent	Grandparents "When will Kent see Grandma and Grandpa?" (Tomorrow) "What day will it be tomorrow?" (Sunday) "What time will Kent see them?" (At noon) "Noon? At noon?...You used to come at ten o'clock and now you come at noon."	8:30pm	Likes to anticipate what will happen each day. In the last line, Kent is quoting from one of his nursery rhymes "A diller. A dollar". He tends to do this, through association, from time to time in his conversations.

SAMPLE OF RESPONSES TO TASK 5: LOG KEPT BY FAMILY 3

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	PARENT'S COMMENTS/EXPLANATIONS
		I asked him to choose a pair of PJ's to wear.
	After he had picked a pair, he said, "Didn't I make a good chose?" (instead of choice)	
	While driving one day he asked me if he had known Laurie (a child we lost before he was born).	
		I said no, God had given us him and Brenda after Laurie had died because He had taken her.
	He then said, "You mean'd He would have given us to someone else!!!" - real worried voice.	
	One day he hammered a nail in the tire of his bike, of course having no idea what would happen.	
		Later Dad asked him if he had ran over a nail.
	No answer.	
		Did you hammer it in?
	No answer.	
		Can you tell me what happened?
	"It just went whoss."	
		Well, at the supper table we mentioned we were going to have to go to the dental clinic. I said Brian would have to have his teeth painted.
	He asked "What color?"	

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	PARENT'S COMMENTS/EXPLANATIONS
	Oh, a diarrhea book	Our older daughter received an autograph book for her birthday. When she opened it, Brenda yells - meaning a diary.

SAMPLE OF RESPONSE TO TASK 5: LOG KEPT BY FAMILY 5

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
Mom Melanie	Trees & trees in woods	May 23 evening	Walking in woods I mentioned height of the trees. She replied - They almost touch the sky.
Dad	Her fear of climbing the stairs in the rocket.	"	Dad asked her why she climbed last year but not this year. She replied "I climb only when my cousins are with me."
	Program on T.V. Star Trek	8:00pm	She told us she could watch it because her friend Kimberly did and therefore it was a children's program. We explained that because there were some scary parts she may be best not to watch it.
	Cutting paper shapes. She had made.		We talked about the animal she had cut out. It had a piece out of the back and we talked about camel's humps.
Mom & Melanie Dad & Melanie	Birthday party.	AM	Discussed who she would invite. We bought hats and whistles. When we asked her why she was looking forward to it she talked about games they would play and fun they would have. I was pleased to note she didn't mention gifts. She decided on who she would invite and wanted to ask her Australian cousins whom she has never seen. Explanation followed as to why they could not come.
Mom & Melanie	Took her magnet with her to the sitter.	Noon	When she complained of Erin not letting her play with it

SPEAKER	TOPIC/IDEA OR WHAT DISCUSSED	TIME	PARENT'S COMMENTS/EVALUATIONS
			we explained that it was very new and exciting and that she should not worry because she could play with it at home a lot.
Mom & Melanie	Coming home when called from her friend's across the street.	PM	Told her she must come when called or she would not be allowed to go to her friends' to play. She replied, "I'll sneak over." Comment - she would get a spanking and have to stay indoors. Also we would not know where to find her.
	Chart-Reward system to correct some undesirable behavior of hers. Stars at end of day given if rules followed.		Melanie wanted her dad to get something for her. She added that he would get a star for it - turned the tables on us). Had difficulty explaining why parents didn't receive these kind of rewards.